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ABSTRACT

The developmental programs were initiated to assist in: developing a procedure for training high school students in distributive education utilizing simulated occupational experience; developing specifications for a simulated laboratory for providing occupational experience; developing a curriculum utilizing aboratory training for eleventh and twelfth grade students; determining the facilities and equipment needed; developing, testing, evaluating, and refining instructional materials; evaluating the effect of the program on adoption of distributive education programs in cooperating schools; and evaluating the effectiveness of such experiences in securing and maintaining employment in distributive occupations. The study group was composed of 128 students in four selected public area vocational-technical schools in Kentucky. The program was effective and demonstrated that simulation can be used effectively. A Coordinator's Handbook, one of the materials resulting from the program, is included and constitutes the major portion of the document. It covers the duties and responsibilities of coordinators. Examples of teaching aids, a curriculum survey, and monthly report forms are also included. (AG)

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COUNCIL FOR DISTRIBUTIVE TEACHER EDUCATION

A Development Program Utilizing Simulated Occupational Experience in Distributive Education

CLAYTON RILEY

CLAYTON OMVIG

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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A DEVELOPMENTAL PROGRAM UTILIZING SIMULATED OCCUPATIONAL EXPERIENCE IN DISTRIBUTIVE EDUCATION

By

Clayton Riley

And

Clayton Omvig

Project Sponsored by

Kentucky Research Coordinating Unit
Department of Vocational education
University of Kentucky

Conducted Under a Grant From

State Department of Vocational Education
Bureau of Vocational Education
Frankfort, Kentucky

1970

FOREWORD

The Council for Distributive Teacher Education was organized in 1961. Membership in the organization consists of teacher educators and other distributive education personnel with an interest in advancing distributive teacher education. The primary interests of the Council are research and publication.

This bulletin is the report of a study on how to conduct a simulated occupational experience program in distributive education. The study on A Development Program Utilizing Simulated Occupational Experience in Distributive Education is especially important at this time since leadership, guidelines, teaching materials, facilities and equipment requirements, and procedures for establishing and conducting these programs have not been fully developed throughout the nation.

A complete handbook for coordinators of simulated distributive education programs is included. This covers the various duties and responsibilities of coordinators such as starting a program, working with school personnel, laboratory facilities, curriculum, methods of teaching, selection of students, public relations, reports and records, and the Distributive Education Clubs of America. Examples of teaching aids, a curriculum survey, and monthly report forms are also a part of the report.

The report has valuable implications for all distributive education personnel because of its broad coverage of the various aspects of the secondary program. Coordinators, teachers, supervisors, administrators, teacher educators, and those who plan to enter the professional field of distributive education can benefit from the information compiled.

The study was completed by Dr. Clayton Riley, Head, Distributive Teacher Education, College of Education, Division of Vocational Education, University of Kentucky, and Dr. Clayton Omvig, Director, Research Coordinating Unit, a colleague in the same college and division of the university. It was published and distributed through the courtesy of the Division of Vocational Education, College of Education, University of Kentucky, Lexington, Kentucky.

Reno S. Knouse, Chairman
Research and Publications Committee
Council for Distributive Teacher Education
School of Education
State University of New York at Albany

November 1970

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CHAPTER I

INTRODUCTION

In 1938, when the distributive education programs started in Kentucky, the state was primarily agrarian, and distributive education was limited to the youth in the metropolitan areas. Today, although Kentucky's business and industrial complexion has changed, our rural youth are still, in many instances, unable to obtain meaningful cooperative training in distributive education. Kentucky rural youth are limited in their opportunities for the traditional cooperative distributive education programs due to the lack of training stations and in many instances, because of their social and economic backgrounds. Therefore, a proposal, for developmental programs in distributive education utilizing simulated occupational experience in area vocational-technical schools was submitted to the Kentucky Research Coordinating Unit for Vocational Education and given approval for funding in May, 1968.

Problem

The use of simulated occupational experience programs in distributive education was slow to develop. This was primarily due to the lack of procedures and materials needed to initiate and conduct simulated programs. Also, there was no program to prepare teachers to conduct simulated occupational experience programs in distributive education. The enrollments in distributive education programs in Kentucky and the nation are steadily increasing, and the projected enrollment in simulated programs in Kentucky alone is expected to exceed 3000 students by 1975. Thus, there appeared to be a state and a national need for leadership and direction

in the development of guidelines, teaching materials, facilities and equipment requirements, and procedures for establishing and conducting simulated occupational experience programs.

Purpose of the Study

The purpose of the study was to ascertain: (1) how to conduct a simulated occupational experience program in distributive education, and (2) the effects of the programs operated in area vocational-technical schools on adoption of programs in distributive education in cooperating schools. More specifically, the developmental programs were initiated to assist in serving the educational needs of rural youth who would otherwise have been denied a program in distributive education by:

1. developing a procedure for training high school students in distributive education utilizing simulated occupational experience,
2. developing specifications for a simulated laboratory for providing occupational experience,
3. developing a curriculum utilizing laboratory training for 11th and 12th grade students,
4. determining the facilities and equipment needed,
5. developing, trying out, evaluating and refining instructional materials,
6. evaluating the effect of the program on adoption of distributive education programs in cooperating schools, and
7. evaluating the effectiveness of simulated experiences in securing and maintaining employment in distributive occupations.

Basic Assumptions

Some basic assumptions that provided a basis for this study were:

1. Maximum learning results when "theory and practice" are brought together in the learning situation.
2. Learning is simplified and made more meaningful when it is built on something already known.
3. Learning activities to be effective must proceed in a logical order.
4. Learning is more likely to take place if students have a reasonable chance of achieving success in their endeavors.
5. The more often one uses what he has learned, the greater will be the retention of what has been learned.
6. Opportunities for vocational training in distributive education should not be restricted to cooperative training.
7. Lack of growth in distributive education in Kentucky can be attributed to:
   (a) the large number of rural schools in the state,
   (b) the lack of training stations for cooperative programs, and
   (c) lack of program structure to expand the program.
8. Vocational programs in distributive education, as they exist in Kentucky, do not carry out the intent of the Vocational Education Act of 1963 and the 1968 Ammendments.
9. Simulated occupational experience can produce a qualified, employable product.
10. The developmental program will result in local high schools initiating programs in distributive education.

11. Teaching techniques and procedures for simulated programs in distributive education will emerge from the program.

Definition of Terms Used

1. Advisory Committee - A group of business and lay people, usually outside the education profession, selected for the purpose of offering advice and counsel to the school regarding the vocational program.
2. Cooperating Schools - Schools located in the region served by the area vocational-technical schools which have students enrolled in the program. Students from these schools will be transported by bus to the area school for half-day sessions.
3. Cooperative Education - A program for students who are enrolled in a vocational course in high school and who through a cooperative arrangement between the school and employers receive on-the-job training through part-time employment.
4. Distributive Occupations - Those occupations followed by proprietors, managers, or employees engaged primarily in marketing or merchandising of goods or services.
5. On-the-Job-Training - Instruction in the performance of a job given to the student employee by the employer during normal working hours where the student receives a beginning wage.

6. Preparatory Training - Programs preparing students for employment.

7. Simulated Occupational Experience - A motivating technique of instruction in which the occupational units combine simulated or laboratory "doing" activities with normal business activities in relation to the career objective of each student.

Scope and Limitations of the Study

The study was limited to four public area vocational-technical schools in Kentucky. The schools selected were assumed to be representative of the area vocational-technical schools in Kentucky.

Description of the Program

The developmental program was designed to train high school students in distributive education at the 11th and 12th grade level. The pattern of instruction in the developmental program included classroom instruction and simulated occupational experience in a laboratory. The classroom instruction and laboratory activities were related to the individual occupational objectives of the students.

The developmental program was operated in four area vocational schools. As far as was possible, the programs were the same. The enrollment in each developmental program was limited to two classes — one 11th grade and one 12th grade — of 20 students each. One class was scheduled for the morning and one for the afternoon in each area school.

During the first year, the pattern of instruction included: (1) one hour of classroom instruction dealing with related information needed in the area of distribution, and (2) two hours of planned activities, in the simulated laboratory, dealing with general and specific skills and abilities needed for job entry in a distributive occupation.

During the second year of the program (senior year), the learning activities of the students were adjusted to the student's individual career objectives.

The school laboratories were equipped with specified equipment necessary to provide simulated on-the-job experiences. Students were instructed in the "Know-how" needed as job entry workers in the field of distribution.

Summary of the Need

For many years, the high school distributive education program has been synonymous with the cooperative method of instruction. But the Vocational Education Act of 1963, and more recently the 1968 Amendments, point out the need for development of additional methods of training students who do not fit the normal pattern of instruction.

The purpose of simulated distributive education is to provide high school students with realistic and meaningful distributive occupational experiences through individual and group activities related to each student's career objective.

CHAPTER II

PROCEDURES

Pre-planning and Orientation

Orientation meetings concerning the proposed developmental distributive education program were conducted in selected area vocational schools during the months of March and April, 1968. The orientation was conducted by the school's superintendent and vocational guidance counselor. In addition, the State Director of Distributive Education, teacher educators in vocational guidance and distributive education, University of Kentucky, presented an overview of the proposed developmental program in simulated distributive education. These orientation meetings resulted in the selection of four area vocational schools which agreed to conduct the developmental programs. It was further decided that a workshop would be held to prepare teacher-coordinators who would be conducting the developmental programs in the area schools.

Selection of Schools

Kentucky has twelve area vocational-technical schools in operation. The State Director selected four schools that serve areas in which there were few if any high school distributive education programs.

The State Director of Distributive Education, members of the teacher education staff, Department of Distributive Education, University of Kentucky, and the Director of the Research Coordinating Unit visited the schools to ascertain interest in and need for conducting simulated

distributive education programs. The criteria used to select the schools included:

1. An effort to select schools in widely distributed geographical locations in the state.
2. Interest of school administrators in the program and availability of teachers interested in conducting a program.
3. Whether sufficient number of cooperating high schools existed where distributive education was not in the school curriculum.
4. Availability of facilities and equipment for conducting a simulated experience program.
5. Agreement of the Superintendent to employ teachers July 1, 1968 to:
   a. Become acquainted with the local business community, the guidance counselors, and school administrators of the cooperating high schools.
   b. Survey business for curriculum content, skills, and competencies needed. (Appendix C)
   c. Attend in-service training for preparation in conducting developmental programs.

The State Director of Distributive Education made the final selection of the vocational-technical schools to conduct the program.

Teacher Workshop

A two-week workshop was held in August, 1968. The general objective of the workshop was to develop a procedure for training high school students in distributive education utilizing simulated occupational experiences.

It was hoped that, by working together and incorporating ideas, a practical, workable approach to initiating and conducting a simulated program could be obtained.

To realize the general objective of the workshop, the instructional program of the workshop was planned to attain the following specific objectives:

1. To develop a course of study utilizing laboratory training for 11th and 12th grade students.
2. To develop a procedure for training high school students in distributive occupational experiences.
3. To determine the facilities and equipment needed.
4. To develop a procedure for utilizing equipment and facilities in a simulated program.
5. To develop, try out, evaluate and refine instructional materials.
6. To determine a procedure for working with an advisory committee and to develop criteria for the selection of the committee members.
7. To develop a teachers guide for initiating and conducting a simulated occupational experience program.

To accomplish the stated objectives, the workshop was planned for two weeks, six hours per day, five days a week. The program included:

a. Organizing and working with an advisory committee.
b. Developing an understanding on the part of school administrators, guidance counselors, and other school personnel.
c. Public relations and publicity for programs.
d. Field trips in the Lexington area.
e. Resource personnel.
f. Methods of teaching.
g. Using equipment and facilities.

h. Selection, development and use of instructional materials.

i. Developing a course of study.

j. Developing a teacher's guide.

k. Evaluation of programs.

Throughout the workshop, all participants had instruction and laboratory experience in all phases of program development. The classroom instruction was devoted to a teacher presentation of the subject matter and demonstrations, followed by discussion, group assignments, and individual study. The laboratory, afternoon sessions, was used for preparation of materials and for the development of teaching aids and instructional units. Instructional materials were tested, evaluated and refined. Working copies were made available to all teachers who participated in the workshop. Specific results of the workshop were as follows:

a. Each school selected an advisory council, prepared an agenda for the first meeting, and prepared a letter to be used for appointment to the advisory committee subject to approval by the local administration.

b. Each school selected a steering committee from local faculty to assist in the instructional patterns.

c. A procedure for working with guidance counselors was developed.

d. A news story was developed, concerning the workshop and simulated programs, by each participant for release in local news media.

e. Field trips were conducted. On each of the field trips, the store manager assigned an employee to work with the class. Sales presentations, merchandising, product display and use of equipment were presented and explanations given to the class.

f. A modified problem-solving method of teaching was developed by the class to be used in their classroom instruction. Procedures and materials for demonstrations, role playing, stimulation of student participation, and use of student projects were developed. (The developmental program provided instruction on theory, followed by practice in the simulated laboratory.) Student participation was the primary concern of the teachers.

g. All workshop participants were provided an opportunity to use and familiarize themselves with the various classroom equipment, business equipment, and facilities which would be used in the simulated programs.

h. Each workshop participant was responsible for developing and presenting instructional materials to the group. The materials were evaluated, refined, and made available to all members.

i. Each school developed a two-year course of study in distributive education. These courses of study were refined and a common course of study was developed. Local surveys, interviews, and advice from instructors were used as a basis for development of the course of study.

j. A teacher's handbook containing procedures, teaching suggestions, methods, and instructional materials was developed.

It was decided that, as these teachers initiated their local programs, an evaluation of the course of study, suggested procedures for carrying out simulated programs, and instructional materials used would be mailed each month to the project director. (Appendix D) An evaluation workshop was planned

for August 19-21, 1969, to refine and further develop materials and a course of study for the 1969-70 school year.

Facilities Planning

The need for the following facilities for a simulated program was determined and provided in each of the participating area vocational-technical schools:

(1) A classroom large enough for 20 students. This room was equipped with chalkboard, overhead projector, screen, tables, chairs, tape recorder, and other needed teaching aids and equipment.

(2) A laboratory for providing the simulated occupational experience. The following equipment was considered to be minimum for the simulated laboratory:

- 5 wall display units
- 2 "L" gondola units
- 1 show case
- 1 wrapping station
- 2 portable show windows
- 1 display window
- 2 adult mannequins
- 1 fashion display kit
- 1 sign card holder kit
- 1 sign press and bench
- bag and wrapping materials
- gift wrapping materials
- poster colors
- ad layout supplies
- general supplies: paper staples, staple guns, cord holder, hangers, push pins, etc.

Students enrolled in the programs were transferred by bus to the area vocational-technical schools. They received three hours of instruction per day and returned to their home school.

Administration of Program

The program was coordinated by the Department of Distributive Education, Division of Vocational Education, College of Education, University of Kentucky. The superintendents of the area vocational-technical schools directed their individual programs. They provided teachers, facilities, and local supervision.

The teacher education staff of the Department of Distributive Education, University of Kentucky, was responsible for conducting the two-week workshop for teachers in August, 1968, and providing additional in-service training through site visits.

Staff members of the Division of Vocational Education, State Bureau of Vocational Education, assisted in constructing a course of study, developing instructional materials, developing teaching methods, and directing and supervising the operation of the programs.

A local advisory group was organized in each of the four schools prior to September 1, 1968. These committees provided advice and counsel in the further development of the programs.

Evaluation

A committee was selected to evaluate the programs in June, 1969, and June, 1970. The committee evaluated each program on the following criteria:

1. Number of eligible high schools initially participating.
2. Number of schools participating at end of the program.
3. Number of students requesting entrance to the program.
4. Number of students enrolled in the program.

5. Number of dropouts from program.
6. Number employed in a distributive occupation six months after completion of the program.
7. Number employed in a related field.
8. Number employed in a non-related field.
9. Number of unemployed students that had completed the program.
10. Number of cooperating high schools which initiated programs in their schools.
11. Number of non-participating schools which requested simulated programs.

Summary

Orientation meetings were conducted in selected area vocational-technical schools. The State Director of Distributive Education selected four schools to participate in the program. A workshop was held for participating teacher-coordinators. A course of study, teaching aids, instructional methods, and procedures for initiating a program were developed. The facilities and equipment needed for programs were determined. Criteria for selection of students were identified and procedures for evaluating the program were outlined.

CHAPTER III

RESULTS

The reported outcomes of this study were based on the results of the two evaluation workshops outlined in the PROCEDURES section of this report. One of these evaluation workshops was held after the first year of operation, August, 1969; the other was held after the completion of the developmental project, June, 1970. These two workshops were held not only to review progress to date, but also to suggest and incorporate improvements into the program design. These components were crucial, since the operation of simulated programs in distributive education was not to terminate at the completion of the project. Rather, the original developmental programs would continue to operate as regular programs and serve as guides to the development of additional distributive education programs utilizing simulation.

As a result of the developmental project, the following objectives were realized:

1. A teacher-coordinator handbook for initiating simulated programs was developed. (Appendix A) This handbook included:
    a. A procedure for initiating a simulated distributive education program.
    b. A procedure for utilizing simulation in training high school students for distributive occupations.
    c. A recommended list of equipment, facilities, and specifications for a simulated laboratory.
    d. A course of study -- two years for vocational-technical schools and three years for high schools.
    e. Procedures for working with administrators, faculty, and counselors.

2. Teaching aids were developed to assist teachers in conducting simulated programs. (Appendix B)

As a result of evaluating the operation of the developmental programs, the following findings were obtained:

1. During the 1968-70 school years, over four thousand students, parents, guidance counselors, administrators and businessmen visited the developmental programs.
2. Forty-five official requests for simulated programs were made to the State Director of Distributive Education. The majority of the requests came from rural areas, and social and economic depressed urban areas.
3. Twenty new cooperative and eight simulated programs in distributive education were initiated by cooperating and visiting school officials. The lack of available vocational units restricted the number of new programs initiated.
4. The requests for enrollment in simulated programs by high school students from cooperating high schools were:
    a. 1968 - 128 students
    b. 1969 - 390 students
5. The number of cooperating high schools were:
    a. 1968 - 14 schools
    b. 1969 - 23 schools
6. A follow-up of the graduates from the developmental programs revealed: (N=120)
    a. Number employed in distribution - 87
    b. Number employed in a related field - 7

c. Number employed in a non-related field - 6*

d. Number unemployed - 11**

e. Eight of the original program enrollees dropped from the program prior to graduation.

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* Six reported in this section are in Military Service.

** Six reported in this section are enrolled in college.

CHAPTER IV

SUMMARY

The purpose of this study was to ascertain: (1) how to conduct a simulated occupational experience program in distributive education, and (2) the effects of the simulated programs on adoption of programs in distributive education in cooperating schools. More specifically the developmental programs were initiated to assist in:

1. developing a procedure for training high school students in distributive education utilizing simulated occupational experience,
2. developing specifications for a simulated laboratory for providing occupational experience,
3. developing a curriculum utilizing laboratory training for 11th and 12th grade students,
4. determining the facilities and equipment needed,
5. developing, trying out, evaluating, and refining instructional materials,
6. evaluating the effect of program on adoption of distributive education programs in cooperating schools, and
7. evaluating the effectiveness of simulated experiences in securing and maintaining employment in distributive occupations.

This study was limited to four selected public area vocational-technical schools in Kentucky. One hundred and twenty-eight students, from thirteen cooperating high schools, enrolled in the program during the

1968-1969 school year. The majority of these students returned to complete the second year of the program. These students constituted the first group of graduates.

Prior to beginning the study, an orientation meeting concerning the proposed developmental distributive education program was conducted in the four area vocational schools selected to be used in this study. The orientation programs were conducted by the superintendent and vocational guidance counselor from each school. The principals and guidance counselors from forty cooperating schools attended the four orientation meetings. The four area schools selected to conduct the developmental programs were: Northern Kentucky Vocational-Technical School, Owensboro Vocational-Technical School, Paducah-Tilghman Vocational-Technical School, and Bowling Green Vocational-Technical School.

In addition, a two-week workshop was held in August, 1968. The general objectives of this workshop were to develop a procedure for training high school students in distributive education utilizing simulated occupational experiences and to orient the teachers who would be conducting the programs.

In August, 1969, after one year of operation, a three-day evaluation workshop was held. The course of study, teaching materials, and methods used in conducting the program were discussed and evaluated. Minor changes were made in the course of study and new teaching aids, developed by the individual teacher-coordinators, were made available to the group.

A final evaluation was conducted in June 1970. The evaluation committee consisted of the state and assistant state director of distributive education, superintendents of the four vocational schools and local principals and guidance counselors, using the criteria outlined in Chapter II.

The developmental project resulted in the establishment of simulated programs as an integral part of the total distributive education effort in Kentucky. The success of the original program proved that simulation could be used effectively. The programs were effective in isolated rural areas where training stations were not available as well as in urban areas. The distinct advantages of utilizing simulation were: (1) rural youth, lacking a training station in their home community, could be trained in distribution; (2) disadvantaged youth, who might have been denied a training station, could be reached by distribution programs; (3) the learning experiences in the laboratory can be controlled by the coordinator; and (4) specialized skills and competencies can be provided for individual student needs.

Tangible results of the project included: (1) the development of materials and procedures for training distribution students through the simulation approach, and (2) the training and placement of the majority of the 128 students who enrolled in the developmental programs and participated both years.

Requests for new simulated programs have been many. These requests far outnumber the available resources to start new programs.

Appendix A

Coordinator's Handbook

D I S T R I B U T I V E E D U C A T I O N

SIMULATED

COORDINATOR'S HANDBOOK

August, 1970

This Handbook was prepared by

University of Kentucky
Lexington, Kentucky

and

State Department of Education
Frankfort, Kentucky

FOREWORD

Teamwork is the key to an effective educational program. This teamwork is evidenced in this first edition of DISTRIBUTIVE EDUCATION SIMULATED COORDINATOR'S HANDBOOK. This handbook is the product of teacher education, distributive education teachers, State Department of Education, and agencies relating to distributive education.

The role of the distributive education teacher is constantly changing. The pattern of operation, the breadth of the curriculum, and the ever-increasing demands made on the distributive education coordinator makes the DISTRIBUTIVE EDUCATION SIMULATED HANDBOOK a must. This handbook is written with emphasis on the latest provisions of the Vocational Education Amendments of 1968 passed by the 90th Congress of the United States. The sole purpose of this handbook is to insure continuity of an effective distributive education program.

Carl F. Lamar
Assistant Superintendent
for Vocational Education

PREFACE

The purpose of this handbook is to provide a practical reference that will be particularly helpful to beginning coordinators in simulated distributive education.

The chapters were prepared by members of Education 515 - Problems in Distributive Education - University of Kentucky, Lexington, Kentucky - Summer, 1970. The handbook follows a format similar to the Cooperative Coordinator's Handbook published in 1969.

This handbook has been temporarily published and should be scrutinized carefully during the first year of use. It will be revised from time to time to keep it as current and useful as possible. As revised pages are distributed, instructions will be given regarding the pages to destroy.

Our sincere thanks are extended to each of the teachers who participated in this effort to provide a tool for making the job of the simulated coordinator much easier. The teachers who prepared this handbook are recognized at the end of each chapter.

K. Kenneth Carter, Director
Distributive Education
State Department of Education
Frankfort, Kentucky 40601

Edwin Clayton Riley, Head
Department of Distributive Education
University of Kentucky
Lexington, Kentucky 40506

ACKNOWLEDGMENTS

The simulated distributive education programs have evolved from pilot programs initiated in four area vocational schools in 1968. We are appreciative of the cooperation received from the administrators and teachers in these pilot programs. The following vocational school superintendents provided leadership and encouragement in the development of the simulated program concept:

Philip Hampton, Bowling Green Area Vocational School

Ray Brown, Tilghman Area Vocational School

Phil Dillon, Northern Kentucky Area Vocational School

H. C. Warren, Daviess Co. Area Vocational School

In addition, we would like to recognize the teachers who participated in this pilot program.

Dennis Harrell - Daviess Co. Area Vocational School

Martin Cecil - Daviess Co. Area Vocational School

Lottice Buster - Bowling Green Area Vocational School

Ken Mullins - Bowling Green Area Vocational School

Jarry Weber - Tilghman Area Vocational School

Nancy Turner - Northern Kentucky Area Vocational School

Billy Grooms - Northern Kentucky Area Vocational School

Last, but certainly not least, we recognize the splendid cooperation received from participating high schools in these four regions -- their superintendents, principals, counselors, and instructional staff. Without the tremendous efforts of these people, this project would not have been successful.

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PURPOSES OF DISTRIBUTIVE EDUCATION

* To offer balanced, comprehensive instructional programs in all areas of distribution and marketing

* To aid in improving techniques of distribution

* To develop an understanding of the social and economic responsibilities of those engaged in distribution in a free competitive society

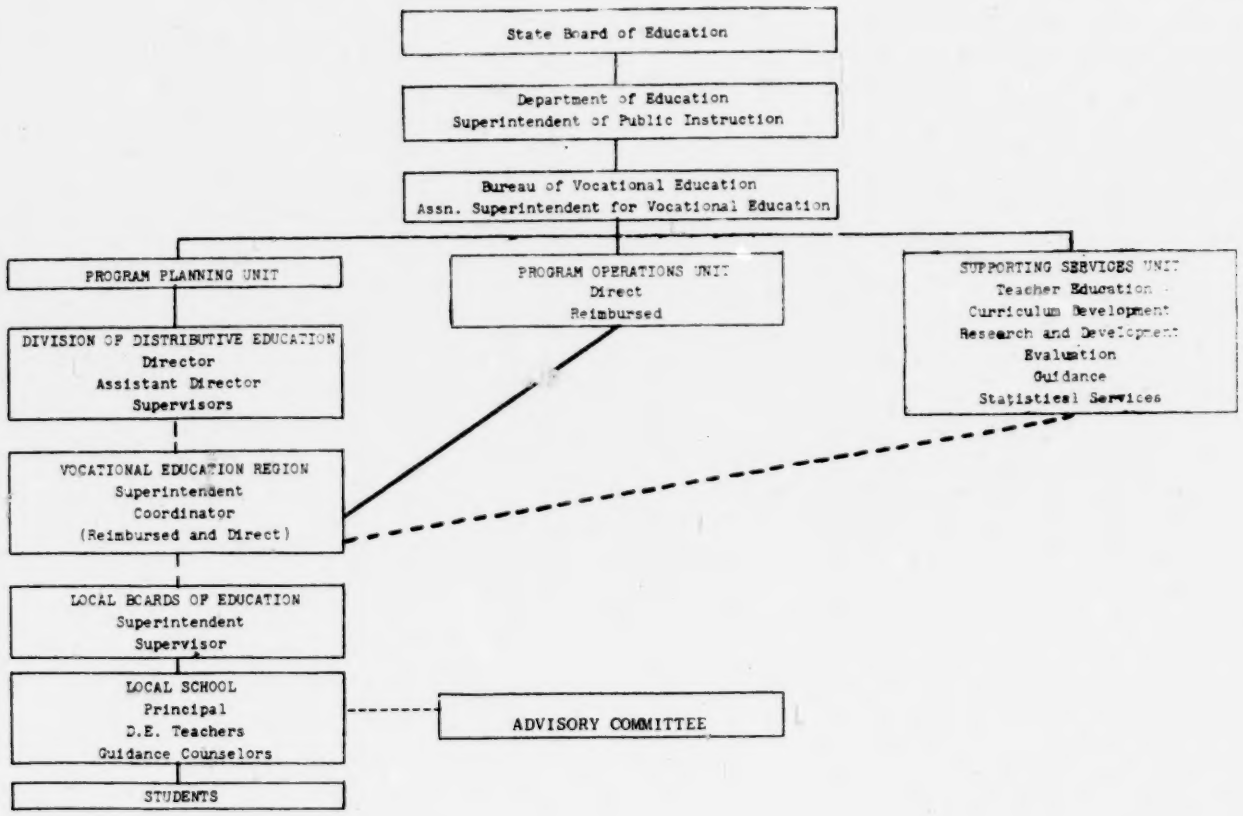
* To develop a closer working relationship between the schools and the business community

* To prepare qualified men and women for the distributive jobs of today and the business leadership of tomorrow

* To aid distributive owners and managers to conduct their business operations efficiently for the benefit of the consumer, employer, and employee

* To assist in the reduction of costs of distribution through increasing the efficiency of distribution workers

DIVISION OF DISTRIBUTIVE EDUCATION



GLOSSARY OF TERMS

1.	AVA	American Vocational Association--The professional organization of vocational education personnel, designed to promote the welfare of vocational education on the national level.
2.	Advisory Committee	A group of individuals representing employers and employees as well as lay citizens, who are selected for the purpose of assisting in curriculum development, organization, and promotion of the program.
3.	Cooperative Vocational Education	A plan of education whereby a meaningful work experience is combined with formal education enabling students to acquire knowledge, skills, and appropriate attitudes.
4.	Distributive Education	A vocational education program for those preparing for or engaging in the distribution of goods and services to the consumer--including all retail, wholesale, and service occupations.
5.	DECA - Distributive Education Clubs of America	The youth organization for students enrolled in distributive education programs designed to complement and supplement the instruction. DECA students participate in local, state, regional, and national activities.
6.	Distributive Education Taxonomy	The arrangement of the clusters of distributive occupations for which distributive education programs are designed.
7.	KADET	Kentucky Association of Distributive Education Teachers. The professional organization for personnel engaged in conducting programs for distributive education students.
8.	KVA	Kentucky Vocational Association--The professional organization designed to promote the welfare of vocational education in Kentucky.
9.	NADET	National Association of Distributive Education Teachers. A national professional organization of distributive education personnel designed to render service to its members.
10.	On-the-job Training	The planned learning experiences that are encountered by cooperative students on a part-time employment basis.

11.	Project	instruction centered around meaningful individual or group activities of educational value, generally involving the investigation and solution of a problem.
12.	Related Instruction	The instruction each distributive education student receives in the classroom that directly relates to the occupation in which he is engaged or planning to engage.
13.	Simulated Programs	Programs established to supplant the cooperative program in schools where a cooperative program could not be established or to complement the cooperative program in schools where many students could not enroll or benefit from instruction in the cooperative program.
14.	Simulated Laboratory	The laboratory used by simulated distributive education students to apply and use knowledges and skills learned in the classroom.
15.	Student-Learner	A student who is enrolled in a bona-fide cooperative education program--one that is recognized as a part of the student's educational program and is approved by the State Board of Education.
16.	Teacher-Coordinator	The person at the local level who is responsible for developing and carrying out a training plan for each student enrolled in a cooperative education program.
17.	Training Plan	A plan developed cooperatively by the teacher, cooperating employer, and student indicating what is to be learned by the student-learner and whether it is to be taught in the classroom or on the job.
18.	Training Sponsor	The employer who is responsible for conducting the learning experiences of the student-learner on the job as defined by the training plan.
19.	Training Station	The business establishment providing on-the-job learning experiences for the student-learner.
20.	Vocational Work Study	A plan whereby vocational students in certain income categories can be employed in certain public establishments in order that they may continue their vocational preparation. Employment may not be related to their occupational objective, and should not be confused with cooperative education.

QUALIFICATIONS AND CERTIFICATION

OF DISTRIBUTIVE EDUCATION TEACHERS

Qualifications

All distributive educations approved after July 1, 1968, must meet the following minimum qualifications:

1. Hold a baccalaureate degree with an area in distributive education, business administration, or business education or a major in distributive education, business administration, or business education (accounting or general business).

2. Hold a provisional or standard teaching certificate valid to teach distributive education or business education (accounting or general business).

3. Have one year (2,000 hours) occupational experience in distributive occupations. Approved, supervised occupational experience, in accordance with certification standards, may be counted in lieu of the year when this experience is a part of a teacher preparation program in distributive education.

Certification

Basically, there are three categories of certification for distributive education teachers. Determine the category in which you fall, and follow the certification pattern given.

Teachers Without Baccalaureate Degree

This certificate is issued on a one-year basis and must be renewed annually based upon satisfactory teaching experience gained during the life of the certificate and upon successful completion of two semester hours credit in Distributive Education earned in residence at an approved teacher-training institution.

A ten-year certificate may be issued when the teacher has completed four years of satisfactory teaching experience in Distributive Education and upon the completion of twenty-four (24) semester hours credit in approved Vocational Education courses, with average grades on all course work attempted, in approved teacher-training courses in an institution for training distributive education teachers.

Teachers With Baccalaureate Degree or Above, Approved Before July 1, 1968

This certificate is issued on a one-year basis and must be renewed annually based upon satisfactory teaching experience gained during the life of the certificate and upon successful completion of two semester hours credit in Distributive Education earned in residence at an approved teacher-training institution.

A ten-year certificate may be issued when the teacher has completed four years of satisfactory teaching experience in Distributive Education and upon the completion of sixteen (16) semester hours credit in approved Vocational Education courses, with average grades on all course work attempted, in approved teacher-training courses in an institution for training distributive education teachers.

Teachers Approved After July 1, 1968 With Above Qualifications

Majors in business administration or business education must complete nine semester hours in a planned in-service teacher education program, including a minimum of six semester hours in professional distributive education, and three semester hours in relevant content preparation. On the recommendation of the teacher education institution, the candidate may

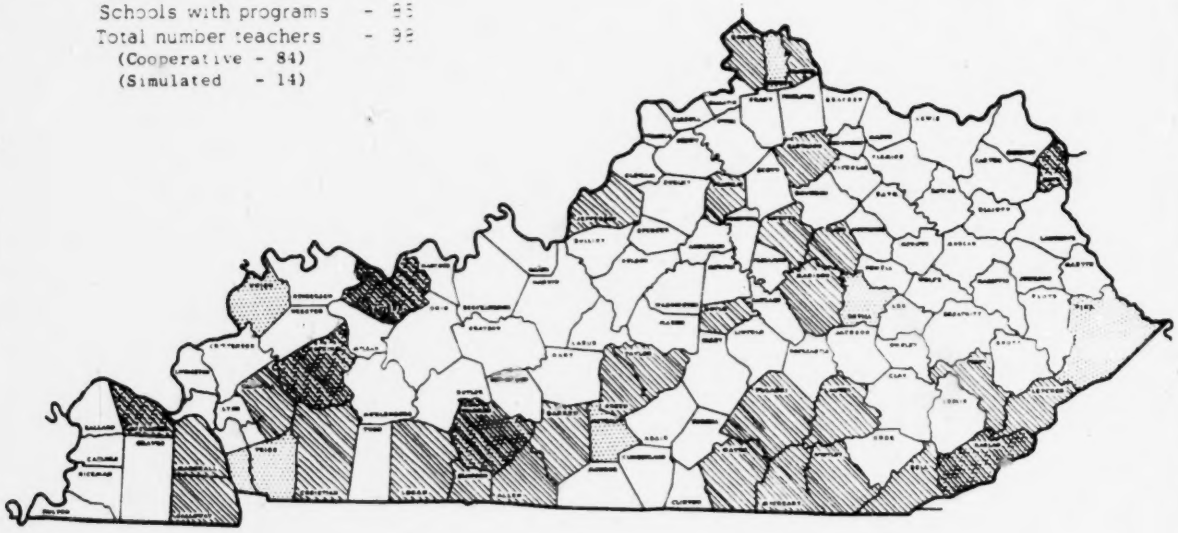
substitute three semester hours in professional education for the content preparation. The program must be completed within two years from the date of employment. Teachers employed for school year 1968-69 will have three years to complete this in-service program.

The above requirements are in addition to any requirements that may be necessary to fulfill deficiencies on a professional commitment.

SECONDARY DISTRIBUTIVE EDUCATION PROGRAMS - 1970-71

SUMMARY:

Counties with programs - 38
Schools with programs - 83
Total number teachers - 98
(Cooperative - 84)
(Simulated - 14)



CODES:

Cooperative program

Simulated program

CHAPTER II

A HISTORY OF DISTRIBUTIVE EDUCATION IN KENTUCKY

The George-Deen Act, approved June 8, 1936, and effective July 1, 1937, authorized on a permanent basis appropriations for distributive occupations. Kentucky adopted a State Plan providing for three kinds of distributive education programs. These were evening classes, part-time schools or classes, and cooperative part-time schools.

Kentucky had 60 students enrolled in cooperative programs and 200 students enrolled in the evening program in 1937-38. Enrollment has grown steadily through the years, but did not receive its major thrust until the implementation of the Vocational Education Act of 1963.

In 1940, Kentucky became the first state to begin a statewide youth club for distributive education students. In 1948, Kentucky became one of the original charter states for the national youth organization, Distributive Education Clubs of America (DECA). Through the years, this organization has provided the motivation for many students to enter and succeed in a distributive occupation.

Distributive education teachers became a section of the Kentucky Education Association and had its first annual meeting in April, 1941. This organization is now known as the Kentucky Association of Distributive Education Teachers (KADET). This Association became active on a regional basis with the adoption of its new Constitution in August, 1969. These regions follow the same boundaries as the youth organization, DECA.

Distributive Education sponsored numerous business clinics and other training programs during the World War II years. Several training programs in distribution were instituted for veterans of World War II.

Distributive Education has consistently provided training in tourism to build Kentucky's image as a tourist attraction. As early as 1950, Kentucky held tourist conferences throughout the state. Distributive Education was called upon to provide the leadership and training in these conferences.

The secondary program began with the cooperative education concept in 1937-38. Two high schools offered secondary programs this year. The Vocational Education Act of 1963 gave increased opportunities for Distributive Education by providing for simulated programs at the secondary level. Under the leadership of Dr. Clayton Riley, Teacher Educator, University of Kentucky, and Mr. Robert M. Talbott, Assistant Director, Distributive Education, Kentucky instituted pilot programs in four area vocational schools to demonstrate the effectiveness of simulated distributive education. These programs have provided the leadership for new programs across the state--not only simulated, but cooperative programs as well.

The chart below depicts the growth of secondary distributive education in Kentucky since its inception in 1937-38:

Category	1937-38		1966-67		1967-68		1968-69		1969-70		1970-71	
	C	S	C	S	C	S	C	S	C	S	C	S
No. of Schools	2	0	39	0	41	1	47	4	63	5	74	11
No. of Teachers	2	0	42	0	45	1	52	6	72	6	84	14
Total Enrollment	60	0	1392	0	1172	48	2172	105	3240	160	4200*	700*

*Projected

C = Cooperative
S = Simulated

CHAPTER III

INITIATING A SIMULATED DISTRIBUTIVE EDUCATION PROGRAM

You have been given a task of initiating a new program of study in the school curriculum. At this time it may seem that your tasks are endless and insurmountable. But as you plunge on into your first school year in the simulated D. E. program, you will soon observe that your well-organized plans are becoming fruitful.

The initiation of the simulated D. E. program in your school is the first giant step in a well-conceived program of instruction. Initiation is the beginning, it is the determining factor that will influence student, faculty, administration, and the business community acceptance of this vocational program.

The following initiating procedures are presented to you as suggestions for implementing your D. E. program. Priorities have been assigned to these procedures, by the sequence of chapters. Do remember, however, that well-written plans are only well-written plans when they become well-implemented actions.

YOU ARE DISTRIBUTIVE EDUCATION

The students, faculty, administrators, business community, and parents will look at you as being Distributive Education. Always remember this when initiating your program. Be prepared to introduce yourself as the D.E. Coordinator and be prepared to discuss the program intelligently and briefly with all that show interest. Plan faculty meeting presentations, civic club presentations, and other forms of public relations that will increase

public awareness of your program. These presentations should be made at the beginning of the school year if possible. They are excellent tools for assisting you in determining subject matter for your instructional program. Additional information regarding public relations follows in this manual.

LINES OF COMMUNICATION

A major factor to consider when initiating your simulated program is the development of clear lines of communication between students, faculty, administrators, the business community and parents.

The following tools of communication are suggested:

A. Telephone

B. Typed (carbon-copy) letters and forms

C. Conferences

D. Local radio and television

E. Local newspaper

F. Face-to-face scheduled discussions

Many problems can be averted if the D. E. Coordinator immediately initiates clear lines of communication. Written documents are essential, as they provide evidence of decisions, acceptance of decisions, and record of implementation.

INVOLVEMENT OF THE FACULTY

You should organize a faculty steering committee for your D. E. program. This committee would serve only in an advisory capacity, not as a decision-making body. You are involving other faculty members when you organize this group and it will increase the acceptance of D.E. in your school ten-fold. Suggested members to serve on the advisory committee are: English, math,

business and the guidance counselor. Seek concrete suggestions from this committee and use them when fesible. .Use your steering committee committee to observe your laboratory training. It will serve as an excellent public relations tool.

Do not limit yourself to the faculty members on your steering committee. Discuss your teaching units with other teachers that teach related or similar subject units. Often you will receive free units that can easily be applied to Distributive Education.

Always maintain an open-door policy to all other teachers in your high school. Invite them to come and observe your students in the classroom. Bring them in to observe completed student projects. Always remember that a well-informed faculty will be more beneficial to your program than one which has little or no first hand information about it.

Symbols of appreciation to your faculty steering committee, your faculty members who assist the D. E. program, and your school administrators who actively assist you should be presented. These certificates are appreciated and, when presented by your students, can assist your public relations program.

You should involve the high school principal and other teachers in your public relations program whenever possible. For example, when your students receive trophies for DECA activities, you should photograph the student presenting the trophy to your principal. The picture should then be submitted to your local newspaper. Press releases should mention the name of your principal. For example, Mr. Joe Smith, principal of Junction City High School, announces that the D. E. class will have its annual banquet May 15, 1971 - etc.

Remember, your fellow faculty members will not normally volunteer to

assist you in your efforts to establish a D. E. program, but if they are asked for suggestions and are invited to assist, they will come to your aid. Seek their assistance, discuss your program with them and actively seek their participation in your program. Their guidance concerning students can be most valuable to you and your D. E. program.

Never forget to stress that the Distributive Education program is part of the total academic and vocational program of your high school and needs the assistance and the cooperation of the faculty and administration.

YOUR INVOLVEMENT IN THE TOTAL SCHOOL PROGRAM

As previously mentioned, you are D. E. in your school. Your actions symbolize to the administration and faculty what D. E. is, what cooperation they can expect. Therefore, it is important that you become involved in teachers meetings, a degree of other school functions, and activities.

THE ADVISORY COMMITTEE

You should establish an advisory committee for your D. E. program. Refer to Chapter IV, "Procedures for Working with Administrators, Faculty, and Counselors," for an explanation of the committee's functions and composition.

PARENTS' ROLE IN DISTRIBUTIVE EDUCATION

When initiating your D. E. program you should be aware that you will direly need the full cooperation of your students' parents. Therefore, it is essential that the parents develop a good understanding of the Distributive Education program. This can be accomplished by your visiting the homes of

each student and scheduling a parent meeting of prospective students in your school. When your parents understand the program they will, in most cases, recognize the necessity of assisting you in developing in their child the proper attitudes and traits. They will offer their child encouragement rather than discouragement. They will provide transportation, if needed, for their child. Lastly, they will help their child understand that in all occupations, one must work his way up the vocational ladder, and that no position is without dignity and importance. Remember, this will only be accomplished if the parent is fully informed of what your D. E. program is doing and what it will be doing for their child.

HOW TO MAKE HOME VISITS COUNT

1. Learn before the visit whether the family is new in the district; also, whether any child from the family has been in the program previously.
2. Don't surprise the parents. A postcard or telephone call concerning the time of the visit pays dividends in friendly relationships.
3. Be prepared to accept calmly whatever living standards you may find on a home visit.
4. Dress simply. Be friendly.
5. Take along a copy of your annual schedule of activities and explain it to parents.
6. Tell what your class did last year. Describe interesting home experiences or projects carried on by former students.
7. Bring along pictures to show and printed material to leave with the parents.
8. Encourage questions and ideas from parents and other children in the family.
9. Tell the parents of prospective students about the Distributive Education courses offered, how they fit into the total school program. Use simple, non-technical words.

10. Tell about the success of graduates and the employment opportunities for well-trained youth.

11. Extend a cordial invitation to parents to visit the department and classes.

SUMMARY OF PROCEDURES FOR INITIATING A SIMULATED PROGRAM

1. Visit an on-going program. Take principal and guidance counselor with you.
2. Go back to school and determine how many students are interested in the program.
3. Make your request from the State Department for the program. Meet again with the counselors.
4. Survey local businesses to determine needs in the local community.
5. Order equipment and set up facilities.
6. Develop an advisory committee.
7. Develop a steering committee.

CHAPTER IV

PROCEDURE FOR WORKING WITH ADMINISTRATORS, FACULTY, AND COUNSELORS

A successful program is dependent upon full cooperation and understanding of your Distributive Education Program by your administrators, faculty, and counselors.

BASIC ADMINISTRATIVE AND OPERATIVE REQUIREMENTS

1. The simulated program must have the endorsement and support of the school's administrative officers, faculty, student body, and counselors.
2. Those responsible for the administration and supervision of the simulated program should establish and maintain an adequate control system (rules and regulations) to insure harmony and rapport among school officials, faculty, counselors and students.

OBLIGATIONS OF COORDINATORS TO ADMINISTRATORS

1. The coordinator must sell his prograr to the administration by emphasizing the need for such a program to both students and community.
2. He must keep administration informed as to how the program is progressing.
3. He should work with administration and advisory committee in improving the program.
4. He should work to have the acceptance of the simulated program by faculty and counselor.
5. He should prepare a yearly report of what he plans to teach each year.

6. He should prepare a yearly budget.
7. He should show the need for providing adequate instructional materials, equipment, and classroom laboratory.
8. He should have complete knowledge of all phases of the program.

RESPONSIBILITIES OF THE ADMINISTRATOR

1. The administrator should be informed about the entire program.
2. He should hire a coordinator who meets state requirements and one who has the ability to get along well with those with whom he will work.
3. He should assist the coordinator in preparing the necessary forms required by the state and national organizations.
4. He should attend meetings with the coordinator to help up-grade the program.
5. He should provide the coordinator with adequate facilities and equipment to conduct a comprehensive Distributive Education program.

AGREEMENT BETWEEN ADMINISTRATOR AND COORDINATOR WHEN WORKING WITH BUSINESSES

1. There should be an agreement as to whether the coordinator should call on merchants to obtain information concerning the classroom instruction and employment.
2. An agreement should be made as to the amount of time the coordinator should spend visiting local merchants.
3. The coordinator should keep a record of businesses and parents visited.

APPROVAL FOR PROGRAM

1. A basic outline of the year's study plan should be submitted to the principal and superintendent.
2. There should be an approval of the set of policies by administrators, counselors, and coordinators on the following items:
    a. Selection of students
    b. Coordinators duties and time allotment
    c. Credit for student participation
    d. Hours of work
    e. Pay scale
    f. Reimbursement of contracts with State Department of Education

DISTRIBUTIVE EDUCATION AND THE GUIDANCE COUNSELOR

The phase of guidance with which the Distributive Education teacher and guidance counselor are concerned has to do with the course of study and vocational planning. Both have a vital interest in students.

1. It is the function of the Distributive Education teacher to:
    a. Provide a quality Distributive Education Program.
    b. Have an understanding with the guidance counselor as to the kinds of students who are eligible to enroll.
    c. Provide the counselor with the number of openings for the year.
    d. Confer with the counselor and keep him informed about the program.

e. Report student progress to counselor.

2. The counselor's role is to:

a. Assist students in assessing and understanding their abilities, aptitudes, and interests.

b. Provide information to students about Distributive Education Program, purposes, requirements of the job, and opportunities.

c. Apply pre-determined criteria for admission of students to the program.

d. Confer with the Distributive Education teacher about those who do not clearly qualify for the program.

(The above suggestions were acknowledged by Dr. Curtis Phipps, Vocational Guidance Services, University of Kentucky)

e. Consideration given in the selection of students:

Age	Character
Scholastic standing	Personality
Aptitude	Appearance
Health	Vocational interest
Attendance record	Disciplinary record
Punctuality	Needs of community

INVOLVING THE FACULTY IN THE SIMULATED DISTRIBUTIVE EDUCATION PROGRAM

1. As a new faculty member, introduce yourself and be prepared to explain the Distributive Education Simulated Program briefly, and invite faculty members to visit the distributive education department--"Ask for suggestions."

2. Provide an informative presentation at faculty meetings--"Ask for suggestions."

3. Select three or four members for a steering committee--English,

Math, Business, and Guidance--"Ask for suggestions."

4. Invite members of various departments to your classroom to discuss the simulated program and explain how their department complement the student's learning--"Ask for suggestions."
5. Supervisory visits--take members of steering committee and other interested faculty members to confer with training sponsors -- talk with businessmen.
6. Discuss units that apply to other teachers--"Ask for suggestions."
7. Invite teachers to visit your class and observe students --"Ask for suggestions."
8. Be concerned with students' grades in other classes. Set standards for minimum grades in distributive education and other classes.
9. Attend teacher's meetings whenever possible and be concerned with school problems and activities.
10. Present program for other departments--F.F.A., F.T.A, F.B.L.A.
11. Present awards or certificates of appreciation to teachers that assist in the program.
12. Involve the principal and other teachers in publicity whenever possible.
13. Always remember and stress that the D.E. simulated program is part of the total program and needs the help and cooperation of the faculty.
14. Use various teachers to act as judges for local DECA contests.
15. Do not hesitate to utilize another teacher's ability in providing classroom instruction.

16. Counsel with teachers concerning present students and prospective students.*

USING AN ADVISORY COMMITTEE FOR DISTRIBUTIVE EDUCATION

Local Advisory committees can be of much assistance in the development, expansion, and operation of a Distributive Education Simulated Program. The council provides a link between the school and community through member activities. The function of the advisory council is to advise and counsel the school in improving the Distributive Education Program.

In every community the need and objectives of the Distributive Education Program will vary. It is the purpose of the advisory council to assist in guiding the Distributive Education Program so that it will meet the needs of the community and provide realistic and practical instruction for the students.

PURPOSE:

1. To secure ideas and advice from representatives of business and industry in the school district.
2. To study community situations and determine community needs
3. To clarify the relationship of the Distributive Education Simulated Program with the community.
4. To explain the Distributive Education Program to the public and help improve public relations.
5. To correct the teacher-coordinator's "blind spots", give encouragement and support, and also help him meet and work with those whom coordinator needs to know.
6. To help evaluate the Distributive Education Program.

---

* "Getting off on the Right Foot," Clayton Riley, University of Kentucky.

ADVANTAGES:

1. Provides a link between the school and community.
2. Gives prestige to the school, community, and vocational program.
3. Gives the school an opportunity to explain the objectives of the program.
4. Brings a closer relationship between management and labor.
5. Provides an opportunity to study the real training needs in the community.
6. Provides a sounding board for new ideas.

FUNCTION:

1. Assists in the selection of training sponsors
2. Renders service in developing employment opportunities.
3. Assists in setting standards for trainee selection.
4. Gives advice on the development of instructional material.
5. Assists in the selection of classroom equipment.
6. Provides guidance in wage and hour problems.
7. Helps publicize the problems.
8. Assists in conducting community surveys.
9. Assists in setting local training standards.
10. Assists in selection of subjects, course content, and special emphasis that should be included in the training plan.

QUALIFICATION OF MEMBERS:

1. They should express an interest in the problems of the school.
2. They should be interested in youth.
3. They should be well-known leaders in their particular business.
4. They should represent: management, labor, and the public.

SIZE:

1. A good working council should consist of a minimum of nine to twelve members. The important item is to have your business areas represented.

WHO SHALL SERVE:

1. Businessmen from large companies.
2. Businessmen from small companies.
3. Representatives from local employment offices.
4. Two cooperative businessmen.
5. Member of Chamber of Commerce.
6. Member of local Retail Merchants Association.
7. Principal or Superintendent should be an official member.
8. Guidance Counselor should be initiated to meetings dealing with student selection if not a member.
9. The teacher-coordinator has a relationship to the committee similar to that of the superintendent of the school board.

HOW TO APPOINT:

1. The first step is to make a list of the persons whom you would consider for appointment.
2. Second step is to ask the principal to review list and make suggestions, changes, etc.
3. Involve the superintendent of schools and the school board. Go over the list of prospects and ask them to assist you in making the final selection.
4. The superintendent should then send out a letter explaining the

purpose of the council to those selected to serve.

5. Shortly after the letter has been received, it would be advisable to visit and briefly explain the purpose of the council, and at the same time set a first meeting date. It may be advisable to contact prospective members and determine if they are willing to serve before presenting their names to the superintendent for approval.

WORKING WITH THE COMMUNITY:

In working with the advisory council, you will find it practical to keep certain guiding principles and methods in mind for a successful operation. These principles are as follows:

1. The member serves on a voluntary basis, therefore, he should not be expected to carry out long, detailed, and worn assignments.
2. School officials should acquaint council members with the total offerings of the school and how they supplement the Distributive Education Simulated Program and how Distributive Education gives purpose to these classes.
3. Informational material should be put into the hands of council members. This material should include pertinent releases and publications of the local Board of Education, State Board, and other Federal information pertaining to Distributive Education.
4. Meetings should be scheduled regularly.
5. Council meetings should be conducted in D.E. classroom if possible.
6. Council working with new programs should meet at least once a month during the first year program is in operation, or until such time as program is operating smoothly.

7. The teacher-coordinator should be present at all meetings.

8. All members should be advised on existing and pending vocational legislation.

9. Copies of minutes should be given to all council members. School officials should have a complete file of minutes of council meetings.

FIRST MEETING:

The first meeting of the advisory council will set the pattern of its function. An agenda should be prepared and given to members. An example of an agenda is listed below:

1. Introduction of all new members.
2. Appointment of temporary chairman.
3. Election of chairman.
4. Election of secretary.
5. Explanation of Distributive Education Program and the need for an advisory council.
6. Functions of advisory council.
7. Responsibilities of advisory council.
8. Term of appointment.
9. Selection of time and meeting place.
10. Business.

ITEMS IN THE AGENDA SHOULD MEET MOST, IF NOT ALL, OF THE FOLLOWING TESTS:

1. Is this a real problem?
2. Will the school use the council's recommendation?
3. Is this a question in which the committee is interested or in which it can become interested?

4. Is the committee competent to discuss and make recommendations on this type of problem?

5. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?

PITFALLS TO AVOID IN WORKING WITH ADVISORY COUNCIL:

The skill with which the organization and work of the advisory council is managed by local school authorities will, in a large measure, determine the benefits that may be derived from their use. In this connection, it may be well to keep in mind possible pitfalls that may be encountered.

DO NOT:

1. Permit the council to become administrative in its functions.
2. Conceal facts pertaining to a program from the members.
3. Enter into labor-management controversies.
4. Fail to keep a copy of minutes of each meeting on file.
5. Take action within the realm of the advisory council's advisory function without discussion with council.
6. Fail to recognize the value of the advisory council through your releases and other means.
7. Use for sounding board, and use all coordination ideas.
8. Be "yes" members.

REMEMBER!!!

1. These people are busy--don't call meetings just to "chew the fat."
2. Ask for their help and use it.
3. Never end a meeting without accomplishment or solving a problem or assigning problems to members.

(SAMPLE LETTER TO ADVISORY COMMITTEE MEMBERS)

August 25, 1967

Dear Mr. _____:

The _____ High School is expanding its school curriculum to include Distributive Education. Distributive Education is a program of instruction in marketing, merchandising, and management. The program is concerned with the instruction needed for employment in distributing goods and services to the public, including all retail, wholesale and service occupations.

We need a local advisory committee that can advise and plan with us the abilities and skills students will need for employment in a distributive occupation. Also, we need advice as to how this program can best fit into our educational program, and provide a service to the community. The advisory committee is to be composed of local businessmen and persons interested in providing our students with realistic and practical training.

Because of your background, experience, and ability, we are requesting that you serve as a member of this committee. We sincerely hope you can serve in this capacity. We do not feel your services will require a great deal of your time. _____, Teacher-Coordinator will call on you soon and discuss this matter with you.

Sincerely yours,

Joe Black, Superintendent
Jones County Schools

Sam Smith, Principal
Jones High School

Bill White, Teacher-Coordinator
Distributive Education
Jones High School

SMITH HIGH SCHOOL ADVISORY COMMITTEE
FOR DISTRIBUTIVE EDUCATION

AGENDA

1. Call to order----------Chairman

2. Progress report----------Teacher-Coordinator

3. Committee reports----------Members

   Course of study report----------Sam Jones
   Bill Smith
   Ed Brown

   Legal Responsibilities----------Mr. J. Black

   Personal-Social Traits----------Ed Wheeler

   Public Relations----------Jess Johnson

   Placement----------Joe Phelps
   Tom Watson

4. Next meeting date----------November 5, 12, 19

5. Information and help needed for next meeting

   1. List of new training stations

   2. Suggestions (sample) training agreement

   3. Review of merchandising units

   4. Review of retailing units

   5. Help in securing classroom facilities - cash register - display cases - dummy merchandise, etc.

   6. Committee member to assist in program for Lions Club Meeting

(Be sure that the above assignments are filled before the meeting is over. You can assign these to members or ask for volunteers. The method used will be determined by the type of individuals and the special qualities of the members.)

SMITH HIGH SCHOOL ADVISORY COMMITTEE
FOR DISTRIBUTIVE EDUCATION

AGENDA

Temporary Chairman----------Teacher-Coordinator

Welcome--Remarks----------School Official

Why an Advisory Committee----------Principal - Teacher-Coordinator

Preliminary Planning----------State Official

General Comments by Members: What they think of the program - what an employer desires in an employee - work or training stations

Organization of Committees:

Officers Needed

Operating Procedure for Committee

Election of Officers

Committees Needed - Standing:

Course of study
Placement
Student requirement
Public relations
Planning committee
Training agreement

The chairman should then, set the date for the next meeting, within the next week or ten days, and members should be assigned the task of evaluating the possibilities of the program and collecting and organizing their thinking and recommendations.

NEWS RELEASE FOR A NEW DISTRIBUTIVE EDUCATION PROGRAM

In May, the Metcalfe County Board of Education announced that several new courses are being offered this fall in the high school. Within this list was included a new vocational education unit in Distributive Education. This is a new concept in education for high school students. The program will include laboratory instruction for high school sophomores, juniors, and seniors in the area of marketing, merchandising, and management to provide them with the skills and abilities for obtaining employment in wholesale, retail, and service businesses. These students will be preparing for the part-time or full-time work and will be given in-depth study in distributive occupations so they may decide which area of work they like best and can do most efficiently. After graduation, these students are to have the skills and abilities necessary to obtain a job or continue their studies in technical schools, business colleges, or universities.

Mrs. Joyce N. Simpson will be the teacher-coordinator for the program. The courses are to be taught in the rooms vacated by Vocational Agriculture. These rooms have been equipped with movable shelves, showcases, mannequins, a cash register, a signpress, display windows, and other equipment which will be set up to simulate a variety of distributive business during the school year. Merchandise will be obtained from merchants within this and surrounding communities. The purpose of this laboratory training is to simulate as closely as possible actual businesses.

In addition to the formal instruction, an organization for distributive education students, DECA (Distributive Education Clubs of America), will be formed to develop leadership; to participate in community activities in conjunction with local civic clubs; and to develop D. E. projects for local, regional, and state competition.

Several local businessmen and women have been asked to serve as advisors for the D. E. program in an effort to make the classroom instruction more realistic. Shortly after the beginning of school, ask your local merchants about the distributive education program, or call Mr. Howard Keel, principal, for an appointment to observe our program. Your interest in the new program is both welcomed and encouraged.

CIVIC CLUB ADDRESS

First, I express my thanks for the opportunity to speak to this distinguished group. When I look around and recognize the many faces, I suddenly realize what a storehouse of experience and information is gathered here--an information resource I would like to take advantage of during my instructional program this year.

I know you have many questions about Distributive Education. In talking with you for the next few minutes, I will try to answer several of the most obvious questions pertaining to our new program. However, if I do not discuss a specific question you have, please feel free to ask me after I have given you an overview of D.E. and all its ramifications.

There are four questions that I have most often been asked pertaining to Distributive Education. (1) "What is D. E.?" (2) "What does it mean in everyday terms?" (3) "How is it going to benefit the students?" and (4) "How is this course different from any other course of instruction?"

#1 Distributive Education is a program of instruction in merchandising, marketing, and management to prepare students for one of the many careers in wholesaling, retailing, and service occupations.

#2 Students will be given classroom training in the fundamentals of salesmanship, retailing, human relations (getting along with others), advertising (window displays, news releases, radio and TV broadcasting) and many other techniques used in distributing goods and services to you and I--the consumer of these goods and services.

#3 "Who benefits?" We like to believe that there are three major beneficiaries--the student, the future employer of this student, and the community. will benefit by developing personality and salable skills for jobs that actually exist, by exploring many of the occupations in

distribution in order to decide which jobs they like best and can do most efficiently, and by opening doors for full-time employment after graduation or advanced training in technical schools, colleges, and universities.

We feel that the future employer will benefit from employing select persons who have already been trained in the basics of the business enterprize and who actually have a career objective which they are working toward. This should be reflected in reduced labor turnover, reduced training costs, greater selection of qualified persons, and improved customer relationships and finally profit increases--the primary objective of business.

We also project long-range benefits that may be observed in the community. Some of these are reduced unemployment--thus, a higher standard of living (reduction in tax increases), better school-community relationships, and better community leadership developed through DECA (Distributive Education Clubs of America). DECA is the student youth organization whose objectives are to develop leadership, to participate in community improvement activities in conjunction with local civic organizations, and to develop projects in the various areas of distribution for local, regional, state, and hopefully, national competition.

#4 "How is this course different from other high school courses?" Yes, some traditional classroom instruction with contemporary overtones will be used. But the basic difference is that students will receive laboratory instruction using moveable shelves, showcases, mannequins, a cash register, and other actual business equipment to set up simulated business enterprises. Merchandise will be obtained from you who are in distributive businesses and merchants outside the immediate community. We will not use new, salable, merchandise, but merchandise that has not moved, soiled merchandise,

on which a refund cannot be obtained, etc. We will use a lot of role playing, actual business situations that you who are in business experience often.

This concludes my explanation of Distributive Education, but I am sure there are some things you would like to back-track on, so, let's use a few minutes and turn this into an informal question and answer session.

CHAPTER V

DUTIES OF A D.E. TEACHER-COORDINATOR

The Distributive Education Teacher-Coordinator has many responsibilities. The success of the program depends upon how well the coordinator performs the many functions he has to carry out. S areas should be considered: (1) Public relations; (2) Programming; (3) Training; (4) Coordination of classroom instruction; (5) Guidance; (6) Records and Reports. A brief description of these duties are given below:

(1) Public Relations

a. Organize and sponsor DECA.

b. Participate in other school and extra curricular activities.

c. Arrange for and direct special events.

d. Speak to school groups, PTA, and civic organizations.

e. Prepare publicity.

f. Confer with prospective students and parents.

g. Work with business, civic, and school groups.

h. Work with school administration and school counselors.

i. Present awards.

(2) Programming

a. Make community surveys.

1. What should be taught.

2. Training stations available.

b. Selection of Advisory Committee.

c. Form a steering committee.

d. Assist in arranging students' school and work schedule.

e. Set up classes.

f. Plan programs of work.

g. Secure speakers for class activities.

h. Provide and maintain classroom training facilities.

i. Provide training stations.

(3) Training

a. Develop the Distributive Education curriculum.

b. Teach Distributive Education classes.

c. Prepare and revise course material.

d. Evaluate and up-grade lesson plans and units.

e. Conduct research to improve the program.

f. Visit students in training centers at regular intervals.

g. Work with training station supervisors at regular intervals.

h. Make some visitations with students and parents.

i. Maintain teaching content resource files.

j. Provide for classroom participation experiences for students.

(4) Coordination of Classroom Instruction

a. Placement of students for training sponsors.

b. Placement of students for observation.

c. Act as training consultant for the training sponsors.

d. Coordinate classroom activities with work experience.

e. Follow up on student progress.

f. Assist in obtaining full-time employment after graduation.

g. Follow up on student after graduation.

(5) Guidance

a. Assist counselor in the selection of students.

b. Help student determine a career objective.

c. Counsel student.

d. Confer with training sponsor when student work is not progressing satisfactorily.

(6) Records and Reports

a. Order equipment and supplies.

b. Maintain source files.

c. Maintain student files.

d. Prepare school reports.

e. Make out work schedules.

f. Turn in student progress reports to guidance counselor.

g. Prepare a weekly report for principal.

h. Complete all state reports.

CHAPTER VI

SUGGESTED LAYOUT, EQUIPMENT, AND SUPPLIES FOR THE DISTRIBUTIVE EDUCATION LABORATORY-CLASSROOM

The layout and equipment used in the Distributive Education Laboratory-Classroom should be designed to provide the atmosphere of the distributive business as much as possible. Since the majority of the student-learners in the secondary cooperative program will be placed in retail stores, the D. E. laboratory-classroom should simulate merchandising conditions, providing space and equipment necessary for practice activities in areas such as display, salesmanship, store system, and stockkeeping. In addition, the classroom should be equipped to facilitate both large and small group instruction through methods such as discussion, role playing, demonstration, and individual project study.

The following equipment list and layout are suggested for setting up the Distributive Education laboratory-classroom:

1. FURNITURE, BUILT-IN:

   Bulletin board

   Chalk board

   Display case

   Display window

   Storage lockers

   Bookcases

   Wall shelves

   Full-length mirror

   Wash basin

2. FURNITURE, PORTABLE:

Teacher's desk and chair for office and classroom

Bookcases

Telephone and table

Individual tables with chairs

Waste baskets

Card-size filing cabinet

Letter-size filing cabinet

Utility tables (2)

Counter displays

Wrapping counter

Shadow boxes

Shelves

Cash register stand

Magazine rack

Pet boards and equipment

Storage cabinets

Mannequins

Extension cords (2 15-foot)

Clock

Student tables (12)

3. MACHINES AND TOOLS:

Cash register

Typewriter

Adding machine

Spirit duplicator

Sign press and supplies

Paper cutter

Three-hole paper punch

Price ticket marker

Charge plate machine

Assorted sign holders

Staplers (hand and gun)

Staples

Hammer

T-square

Saw

Tin snip

Screwdriver

Paint brushes

Pens (assorted felt tips)

Scissors (at least 5 prs.)

Pencil sharpener

4. AUDIO-VISUAL EQUIPMENT: (must have access to)

Opaque projector

16 mm. projector with sound

Projector stand

Screen

Slide projector with sound

Record player

Tape recorder

Overhead projector

Flannelboard

Dark blinds for the windows

5. REFERENCE MATERIALS AND SUPPLIES:

Library reference books

Mail order catalogues

Dictionary

Fashion magazines

Wrapping paper and bags

Tape

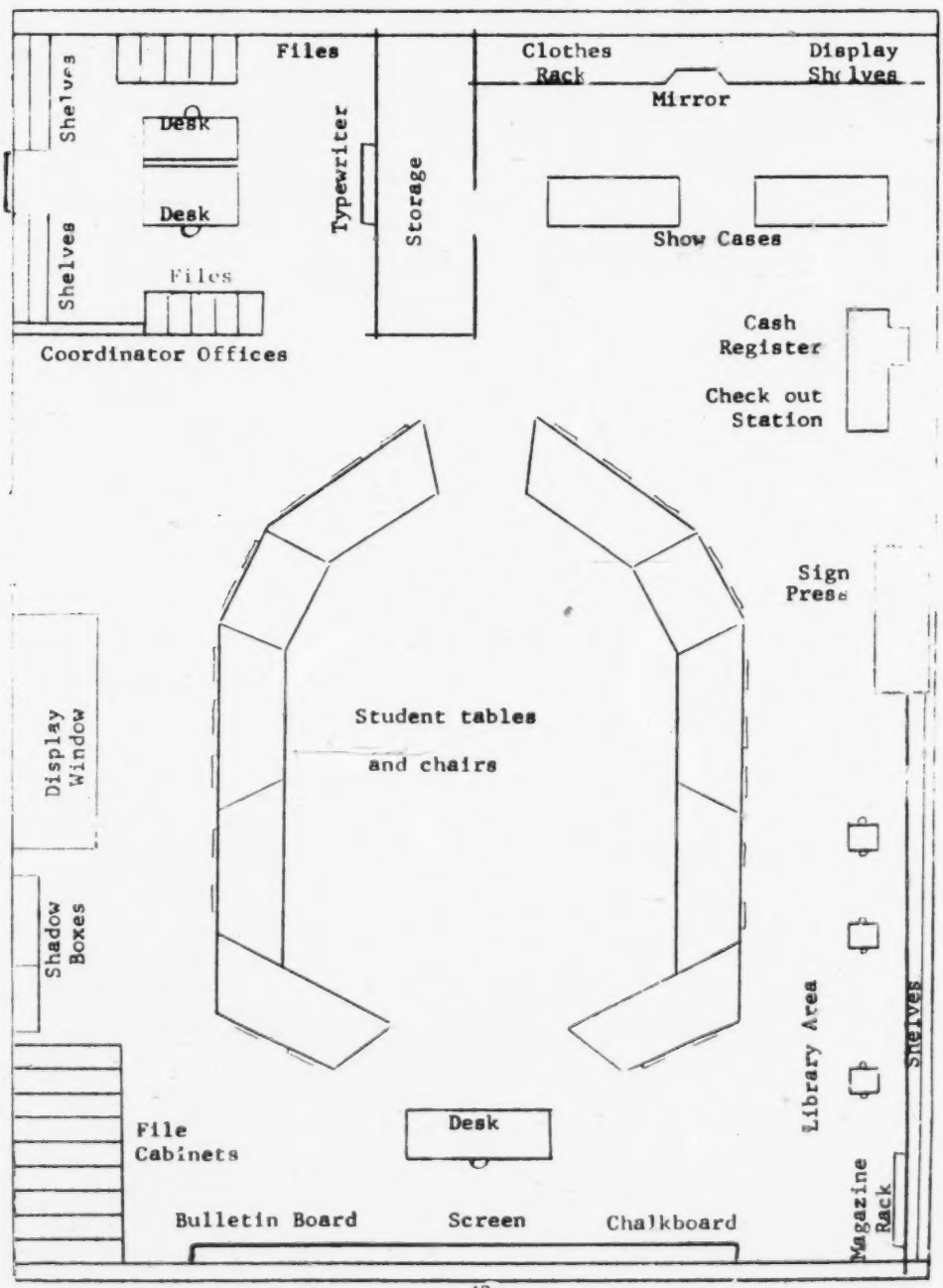
Show card paper

Price tickets

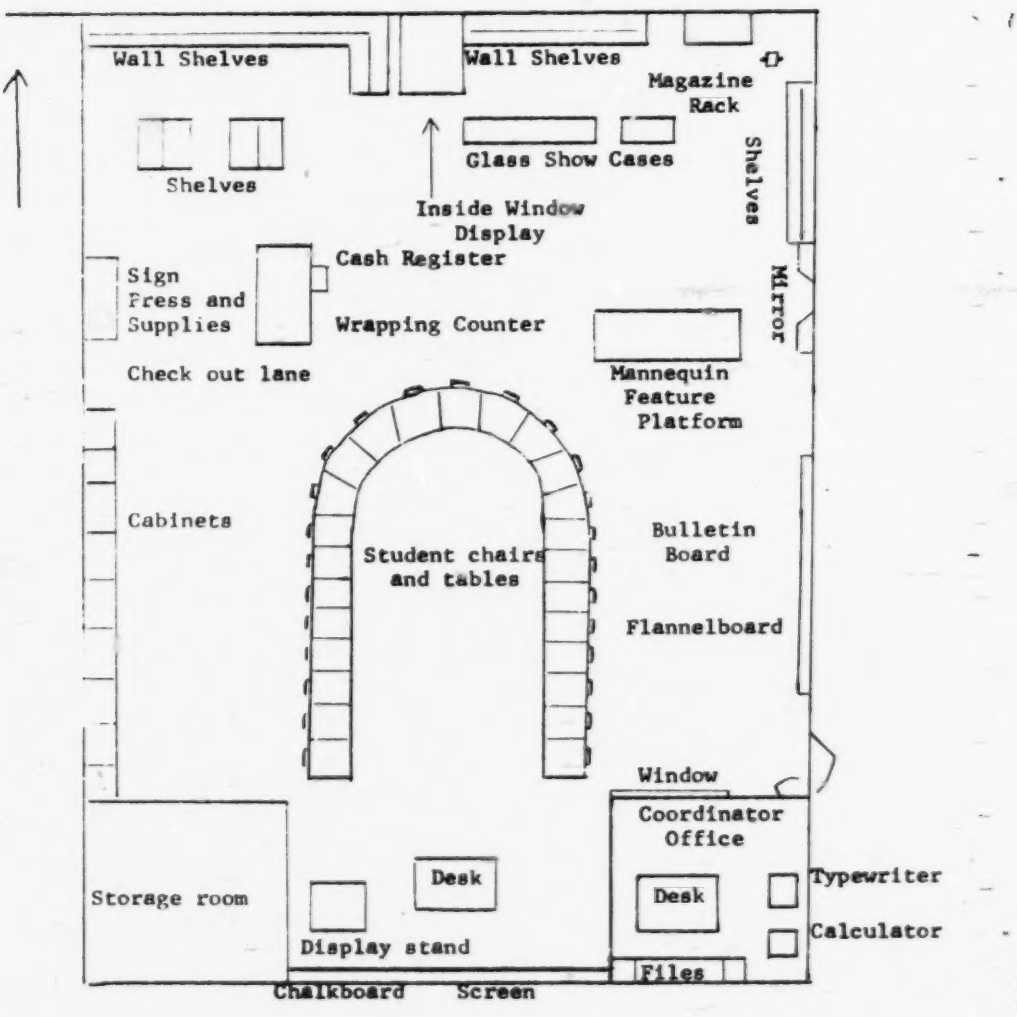
Sales checks

Business forms

LABORATORY-CLASSROOM LAYOUT FOR DISTRIBUTIVE EDUCATION



LABORATORY-CLASSROOM LAYOUT FOR DISTRIB' IVE EDUCATION



CHAPTER VII

For many years, the high school distributive education program has been synonymous with the cooperative method of instruction. But the Vocational Education Act of 1963 and more recently the 1968 Amendment point out the need for development of additional methods of training students for the field of distribution.

The purpose of simulated distributive education is to provide high school students with realistic and meaningful distributive occupational experiences through individual and group activities related to the students' carecr objective.

The course outlines described are the results of two years of experimentation and a two-weeks workshop conducted for simulated teacher-coordinators in August, 1970, at the University of Kentucky, Lexington, Kentucky.

SUGGESTIONS FOR PROVIDING THE CLASSROOM INSTRUCTION

The teacher-coordinator in a simulated program will determine the needs of his students--based on ability, needs, and local situations. This course of study should assist teacher-coordinators in planning their instruction program with adjustments to meet their individual needs. This course of study was developed for high school sophomore, junior and senior students enrolled in distributive education.

A modified problem-solving procedure should be used in securing many of the learnings in these courses. A common fallacy in teaching distributive education is: Teaching "about" an occupation, rather than providing classroom and laboratory instruction in the occupation. Teacher-coordinators should provide realistic instruction to their classes and utilize the following teaching-learning techniques:

1. Demonstrations
2. Planned and supervised projects and activities
3. Realistic and meaningful problems--daily lessons
4. Field trips--individual and group
5. Guest speakers
6. Individual and group instruction
7. Development of competencies, learnings, and skills the student can utilize in reaching their career objectives.

In most cases, the problem to be solved or topic to be discussed should be accomplished in one-two classroom periods, followed by supervised practice in the laboratory. Correction of errors during the practice sessions develop skills and build confidence in the students.

The teacher-coordinator will find it helpful to set up the laboratory into individual training areas--food store, men's or ladies' shop, service station, hardware, etc., -- where students can practice the skills and competencies needed for job entry. Local businesses can

assist in supplementing supplies, materials, and teaching aids.

The units in the course of study are listed in the sequence they should be taught. However, the Distributive Education III unit sequence may need adjusting to local needs.

The units listed in the three-year outline can be obtained from the Instructional Material Laboratory, Taylor Education Building, University of Kentucky, Lexington, Kentucky. The units contain--1) major teaching objectives, 2) learnings to be secured, 3) content, 4) suggestions for handling the unit, 5) suggested student activities, 6) references, 7) teaching aids, 8) work sheets and 9) other useful materials.

COURSE OF STUDY IS: SIMULATED DISTRIBUTIVE EDUCATION

Class DE I (First Year) High School: _____ Teacher _____

Date Prepared (or Revised) August 1, 1970 Unit of Teaching Time (day, hour, etc.) One hour/Day

	Major Teaching Objective or Teaching Unit	Aug.	sep.	Oct.	Nov	Dec.	Jan	Feb.	Mar.	Apr.	May	June	TOTAL
1.	Introduction to Distributive Ed	5											5
2.	Importance of Distribution		8										8
3.	Channels of Distribution		7	2									9
4.	The American Consumer			14									14
5.	Ethics in Business			1	6								7
6.	Personal Development				8	2							10
7.	Personal Money Management					5							5
8.	Basic Skill in Computations					3	5	1					9
9.	Fundamentals of Selling						5	5					10
10.	Basic Skills in Communications							5	5				10
11.	Career Development								5	7			12
12.	Overview of DE II										5		5
13.	Individual Projects				1	2	5	5	5	5	8		31
14.	DECA-Leadership Development		4	4	2	1	2	3	3	5	3		27
15.	EVALUATION					2	2	2	2	2	2		12
16.													
	TOTAL		5	19	21	17	15	19	21	20	18	0	174

COURSE OF STUDY IN: SIMULATED DISTRIBUTIVE EDUCATION

Class DE II (Second Year) High School _____ Teacher _____

Date Prepared (or Revised) August 1, 1970 Unit of Teaching Time (day, hour, etc.) One hour/Day

Major Teaching Objective or Teaching Unit	Aug.	sep	Oct.	Nov	Dec	Jan	Feb.	Mar.	Apr	May	June	TOTAL
1. Introduction to DE II	3											3
2. Economics of Distribution	2	6										8
3. Consumer Relations		9	6									15
4. Basic Distributive Skills			8	8	8							24
5. Salesmanship				4	5	5						14
6. Human Relations						7	5	2				14
7. Merchandise Information							5	5				10
8. Job Interview									8	8		16
9. Overview DE III									3	2		5
10. Individual Projects		2	4	3	1	5	5	6	4	5		35
11. Evaluation						2	2	2	2	2		12
12. DECA-Leadership Development		3	3	2	1	2	3	5	3	4		26
13.												
14.												
15.												
16.												
TOTAL	5	20	21	17	15	21	20	20	20	21		180

COURSE OF STUDY IN ___ SIMULATED DISTRIBUTIVE EDUCATION

Class DE III (Third Year) High School _____ Teacher _____

Date Prepared (or Revised) _____ Unit of Teaching Time (day, hour, etc.) Two hours/Day (Classroom-Laboratory)

Major Teaching Objective or Teaching Unit	Aug.	sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June	TOTAL
1. Orientation to Simulated Prog.	5											5
2. Marketing Process		5	5									10
3. Visual Merchandising		5	5									10
4. Techniques in Advertising				5	5							10
5. [illegible]loyer-Employee Relationship				5	5							10
6. [illegible]niques of Selling						5	5	5				15
7. Retail Administration						3	2					5
8. Personal Income Tax						5						5
9. Problems in Distribution							2	2	2	2		8
10. Career Guidance								5	3	2		10
11. Individual Projects		5	6	6	5	5	7	5	13	14		66
12. DECA-Leadership Development		5	4	2	0	2	4	3	2	0		22
13. Evaluation					2					2		4
14.												
15.												
16.												
TOTAL	5	20	20	18	17	20	20	20	20	20		180

CHAPTER VIII

SUGGESTED METHODS OF TEACHING SIMULATED DISTRIBUTIVE EDUCATION

This chapter concerns instruction in "Simulated" or "Project Method" programs in which the applicatory phases are accomplished by use of laboratory simulations or other means short of actual on-the-job experiences.

BASIC TEACHING METHODS

1. Project: A method of instruction centered around meaningful individual or group activities of educational value, generally involving investigation and solution of problems, and frequently involving the use and handling of products and/or equipment. The method is sometimes used as a substitute for "cooperative method" instruction, but it can also be used as related instruction in connection with the cooperative method.

2. Simulation: A method of providing applicatory training and, indirectly, considerable related instruction, by means of an assumed problem, one-time situation or continuing situation set in a simulated job environment. The method is generally used for groups of students having requirements for the same or closely related competencies, as well as for individual job skills. Thus, several positions within a simulated retail clothing store may be filled by D. E. students, who proceed to carry out the various duties of those positions in a mock-up of an actual clothing store - as accurate as can be provided. They are under the supervision of the instructor, who provides the materials, data and assumed situation. Frequently, the simulation and job practice is continued over a period of several weeks or even months, as the students carry on the week-by-week operations of a make-believe company. The term is also used to refer to a type of vocational training program in which simulated job situations are substituted for cooperative method phases of instruction.

OTHER TERMS APPLICABLE TO TEACHING METHODS FOR SIMULATED DISTRIBUTIVE EDUCATION

1. Related instruction -- In-school instruction which is correlated with the activities and requirements of the training job as well as with the student's career objective. This correlation involves both the sequence of learning and the application of learning (what is learned in school is applied on the job, and the results are reported back in the classroom). The term also includes learnings (concepts or attitudes) which are more distantly related to the job's current requirements, and which may or may not be put into immediate application. The content of related instruction includes:

a. General occupational competencies, which are usually presented in "outside" courses such as English, General Business, Business Math, Public Speaking, etc. They are learnings which are common qualifications for most workers, regardless of the field of work.

b. Basic distributive competencies, which apply to all workers in distributive businesses and which may be taught by group instruction with allowances for individual differences.

c. Specific occupational competencies, which includes those concepts, skills and attitudes essential to a family of occupations such as food service, or variety stores or gasoline and service stations. This instruction has to be given, as a rule, by small groups or by individualized instruction.

d. Specific job competencies, which are highly specialized and relate directly to the specific requirements of the job classification in which the student is interested and hopefully, in which he is employed. Usually taught by means of individual instruction; occasionally by small groups.

e. Specific individual requirements, such as remedial or reinforcement which, in most cases, can be met only by individualized instruction.

2. Training station -- A place of business selected by the teacher-coordinator to supplement the classroom instruction, and to provide specific training needed by the students in accordance with individual training plans designed jointly by the student and the D.E. teacher. The operator of a business, by prior arrangements, may cooperate with the school in providing supplemental practical training and experience in techniques needed in distribution.

3. Training station sponsor -- An individual(s) designated by the manager or the owner to assist students in planning projects, activities, and other related experiences needed by the student(s) for the development of skills and competencies with relation to his (their) career objective(s).

PRINCIPLES OF VOCATIONAL INSTRUCTION

The following general principles apply to all simulated distributive education.

1. Give priority to those competencies that are deemed primary to success and relegate to later opportunities the development of those competencies which it appears most employers would label only "desirable", or simply "nice to have."

2. Educate the student-worker as a "total package of behavior." In other words, the student must develop desirable attitudes and back-ground knowledge as well as specific job skills, problem-solving skill, the ability to get along with people, and a host of desirable personal qualities. In all vocational training, the emphasis is necessarily on application type

activities in order to gain employable competencies. At the same time, however, classroom instruction should stress understandings, the "whys" of the operations.

3. Include in each unit of instruction many exercises or situations which show a variety of applications of a concept. In this way, the instruction builds transferability - the hallmark of depth of understanding. In addition, instruction should provide many opportunities for developing creativity and imagination in problem-solving.

4. Schedule the instruction carefully and logically. The sequence and time allocation for units can be logically developed since the student will not apply the learnings immediately as an employee.

With or without pre-employment training, the sequence of instruction during the simulated (senior year) phase of D.E. is very much dependent upon the students' career objectives for training and upon the step-by-step plan for training to be accomplished in the laboratory. In general, the distribution of training time might well approximate that shown in the chart which follows. Note that in the beginning of the year, the student's need for specific content is taken care of primarily in the classroom. On the other hand, as the student progresses through the year, he increasingly needs and can apply operationally the principles of marketing and merchandising in the laboratory. The chart also points out the need for individual instruction throughout the training period.

PROPORTIONATE ALLOCATION OF TRAINING TIME
IN A SIMULATED PROGRAM

	September	January	May
Related Classroom Instruction	General learnings applicable to all occupations	Learnings applicable to all distributive occupations	
Individual Instruction	Specific occupational and job learnings		
Laboratory Instruction	Specific job skills, knowledge and attitudes	Background and advanced training	

From the above, it is apparent that in a well-designed simulated class some things should be studied by all members of a class, others by small groups within the class, and a large number of things by individuals. Some things should be learned in the classroom alone, some things in the laboratory alone, and a great number of things both in the classroom and in the laboratory.

The sequence decided upon for classroom instruction in any one D.E. course may differ somewhat from the order indicated in Chapter VII in order to meet the needs of the local situation, the total length of the program, students' entry qualifications, employability status, etc. Refer to Chapter VII for a suggested sequence of course presentation.

SUGGESTED METHODS AND TECHNIQUES FOR GROUP INSTRUCTION

Group classroom instruction should be concerned with the basic concepts and the broad general areas of distribution and marketing. Group classroom instruction should not be devoted to factual knowledge required solely for

any specific occupation, except for illustrative purposes. Some useful methods and techniques are suggested below:

1. For developing skills and attitudes:

a. Drills, drills, drills (application exercises), repeated throughout the year.

b. Integrated instruction. For instance, practice "Personality Development" with exercises on "Salesmanship", or "Problem Solving" with "Marketing Research."

2. Lectures. Use with caution. They will rarely be productive if they are longer than 20 or 30 minutes. Lectures gain in effectiveness if capped with a good class discussion and a brief summary.

3. Discussions. A most widely used method, it can be very valuable in introducing a new area of study, and following brief lectures, film showings, demonstrations and reading assignments. Questions by the instructor may stimulate very worthwhile, active class discussions leading to the development of the students' self confidence, poise, tolerance and respect for the views of others as well as a broadened understanding of the subject matter.

4. Demonstrations. This is a most useful means of instructing, particularly when it immediately precedes an occasion for personal application of the learning by the student. Careful rehearsals are mandatory, however. Again, a brief summary at the conclusion reinforces the learning process.

5. Committees. Students should learn to work with others in small groups as well as in large groups. Whenever possible, students should be permitted to choose the committees on which they will work, but some shifting of personnel may be necessary at times.

6. Panels - of from three to five carefully instructed members. The chairman introduces the problem, states the issues involved, recognizes the various members, directs the discussion, and summarizes the points made. Each member's presentation should be previewed by the instructor, who should assure himself that the panelists are prepared on all issues to be discussed and to answer questions from the audience.

7. Group Research Reports. Useful in teaching research techniques, business writing and public speaking as well as subject content. It has been found that reports based on current periodicals or trade magazines work out well. The audience should be held responsible for the information given in the report.

8. Case studies. This method consists of group study and discussion of a real life situation which illustrates one or more points of the subject area, based on a written or recorded report of the situation as a rule. This technique is particularly valuable in developing skill at situation analysis and problem solving, and for business management training.

9. Role playing and dramatic presentations. This technique has wide appeal to students both as participants and as spectators. Many students participate more readily when informed that they will not be judged as actors; in any event, they should always be advised to be more concerned with subject matter than with the dramatics involved. Frequently, the process of developing and writing the skit or program becomes the primary instructional vehicle.

10. Field Trips. A wonderful activity to stimulate interest and to gain information about a topic, they do demand careful planning and definite arrangements with the establishment to be visited, the school, students, the source of transportation and the parents. The trip should

be a natural outgrowth of classroom discussion, and most of the planning and arranging should be done by the students. The features to be looked for should be known before departure, and sample questions suggested to the students. The visit should be followed by a thorough discussion of what was learned and its relation to other subject material. Don't forget to have the students write a short letter of thanks afterward.

11. Resource visitors (guest speakers). Another interest stimulating method, it also demands care in selecting visitors who are competent in speaking as well as in their subject matter. Again, it is very important to orient the speaker carefully as to what the class is studying and what is expected of him, and to prepare the class to look for needed information by means of intelligent questions. Closing discussions are also important in using this method of instruction. Thank-you letters should be sent.

12. Overhead projector The potentialities of this equipment are almost boundless; either ready-made, or previously prepared home-made transparencies can be used to good effect, with or without color, multiple layer add-ons, or other special effects. One of the best features of its use is that room lights do not necessarily have to be darkened, and the instructor remains facing his audience, in a position to hold their attention, add comments and lead discussion concurrently with the showing of the transparency. Most schools have equipment with which simple transparencies are not without some value, and the simple devise of writing directly on a clear plastic or glass transparency (blank) with a felt or nylon-tipped marking pen while the projector is being used before the class has even more value than a corresponding use of the chalkboard.

13. Films, filmstrips, and slides. Always attractive and usually interest stimulating to students, use of these materials involves techniques which can make the instructional value much greater. The most important precaution is careful selection and pre-viewing. Showings should always be preceded by introductory remarks which tie the presentation in with information already studied, and followed by summary discussion to "nail down" the salient points. Don't forget to check the projection equipment, power source, extention cords, etc., prior to attempting any film showing. Frequently, a member of the class has been properly instructed and licensed in operation of the equipment, and would be proud to serve as projectionist.

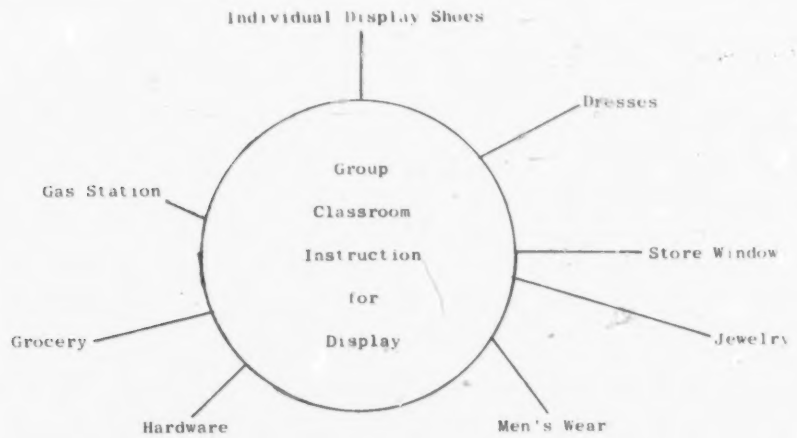
14. Tests and Quizzes. Each test, in addition to its function as an evaluative tool, has a very pronounced value as a teaching-learning method. The first value comes during the preparations made by the students for the test. Its greatest value, perhaps, is in its effect of crystalizing the student's knowledge and understanding as they express their answers to the questions, or even when they simply choose the correct answers to objective type tests. Short quizzes are very useful in summarizing or reviewing preceding material. The one big objection to the use of tests as a means of teaching is that they take a great deal of time to prepare properly and to grade. This can be overcome partially as time goes on by saving copies of each year's tests and quizzes, and using appropriate parts of them in subsequent years. A suggested rule is to always review each test given with the students as soon as possible after they have completed their answers.

SUGGESTED METHODS AND TECHNIQUES FOR INDIVIDUAL INSTRUCTION

The methods outlined herein are those appropriate to related classroom

instruction for specific, individual training needs.

1. Individualized assignments, by which generalizations studied in a group can be applied by the student to a specific job situation. Figure 1 shows an example of individual application of a group lesson in display.



The assignment should require reading, observing or experimenting, followed by analysis of the results and application to a specific situation by means of written answers or a report--written or verbal. Adequate time must be made available for explaining the assignment to the student, to assist him with his individual work as necessary and to receive and evaluate his results. One suggestion, where a separate laboratory period is not available for independent studies, is to use all or a portion of regular class periods on one, two, or three days a week, to the virtual exclusion of group instruction. A preplanned rating scale will assist materially in evaluating students' performance

2. Library research projects, with or without a presentation of results before the class, are valuable means for individualized training.

3. Research by observation survey or interview. The techniques for using research projects are similar to those for individualized assignments as described above. Textbooks are full of suggestions for ideas and subjects for research. Also, the DECA contests involving the preparation of manuals, and the performance of studies in marketing or "Creative Marketing" projects are most valuable instructional devices for individual as well as some small group instruction.

4. Use of study guides or workbooks. These materials are made to order for individual instruction. Their use involves the same techniques as in paragraph one, above. The workbooks can be made up by the D. E. instructor himself, or procured from such publishers as Southwest, Interstate, or Gregg Division of McGraw-Hill. There are also study guides and workbooks available from the University of Texas Bookstore and from several business houses such as the Kentucky Consumer Finance Association, J. C. Penney Co., Sears Foundation and Marathon Oil.

5. Use of programmed instructional material is even more valuable for individualized instruction than study guides and workbooks. The distinctive feature of this material is that the subject matter is very carefully divided into small portions, each of which becomes a subject for a sequence of reading, illustrating, applying (usually by a short quiz) and a review of the correct answer(s). Successful completion authorizes the student to proceed to the next lesson; failure to respond with the correct answers will impose a requirement for the student to study a review--in simplified terms--of the lesson content and to try again on another quiz. Each step must be mastered

before the next one is undertaken. The student is allowed to proceed at his own pace of learning and to continue to the maximum level of learning which he is able to achieve in the time available. Programmed instructional materials for a limited number of subjects in the field of distribution are expected to be available in the near future.

6. Supervised laboratory instruction. A sample of a step-by-step training plan for the laboratory training is shown in Figure II, attached.

STEP-BY-STEP TRAINING PLAN
SERVICE STATION EMPLOYEE

A. Title of job: Driveway Salesman

B. Career Objective: Management or ownership of a service station or auto accessory store.

C. Detail of Areas of Experience and Training:

	Training and Observations		Planned Month
	in class	in laboratory	
1. Learning Outside Clean-up and Maintenance			Sept.
a. Driveway maintenance		x	"
b. Oil display	x	x	"
c. Bay area maintenance		x	"
d. Window maintenance	x	x	"
e. Island maintenance		x	"
f. Restroom maintenance	x	x	
g. Rear of store and storeroom maintenance		x	"
h. Inside sales		x	"
2. Learning Driveway Selling Techniques			October
a. Personal appearance	x	x	
b. Proper approach to the customer	x	x	Oct-Nov
c. Proper steps of selling	x	x	" "
d. Proper care in service	x	x	" "
e. Free service		x	
f. Watchful selling--increasing average sale	x	x	" "
g. Knowledge of product	x	x	" "

	Training and Observations		Planned Month
	in class	in laboratory	
h. Closing of the sale	x	x	Oct-Nov
(1) Use of cash register	x		
(2) Making change	x		
(3) Use of credit cd. machine		x	
(4) Issue of trading stamps	x	x	

Planned Learning Outcome

	Training and Observations		Planned Month
	in class	in laboratory	
3. Learning Inventory Techniques			
a. Inventory of minor items		x	Dec.
b. Inventory of major items		x	
c. Inventory of supplies		x	
d. Order procedure		x	Jan.
e. Special order procedure		x	
f. Penmanship and accuracy	x	x	
4. Learning Bay Services			
a. Sale of bay services	x	x	March
b. Completion of service		x	
c. Preparation of ticket	x	x	April
d. Free services		x	
e. Final check		x	
5. Learning the Completion of Reports and Forms			
a. Daily records	x	x	May
b. Daily reports	x	x	
c. Special reports	x	x	
d. Importance of accuracy	x	x	

Specific References:

1. Small Business Administration, U.S. Department of Commerce, Washington: Superintendent of Documents:
   a. "Records Management in Smaller Stores"
   b. "Basic Stock Control for Smaller Stores"
   c. "Building Stock Control for Smaller Stores"
   d. "Pricing and Profits in Smaller Stores"
   e. "How to Price a New Product"

Figure II

CHAPTER IX

SELECTION OF STUDENTS

REQUIREMENTS FOR ENROLLMENT

If an individual student is to be efficiently prepared for profitable employment, he must be able to benefit from the instruction he receives. For this reason, the following qualifications have been set up as the basis for enrollment of high school students in Distributive Education classes:

*D.E. I

1. Students should be interested in the field of distribution as a possible career.
2. Students should show some promise of developing toward gainful employment in distributive occupations.
3. Students must have reached their fourteenth birthday.
4. Students should agree to participate in DECA activities as an integral part of Distributive Education.

*D.E. II

1. Students should have completed D.E. 1 successfully.
2. Students should show promise for developing toward gainful employment in a distributive occupation.
3. Students should be eager to participate in DECA activities as an integral part of Distributive Education, and to develop themselves toward leadership in this organization.

---

*D.E. I and D.E. II will be combined for the vocational school program.

D.E. III

1. Students must have completed D.E. II successfully.
2. Students must have shown evidence of development toward careers in distribution while enrolled in D.E. II.
3. Students must have completed a sufficient portion of graduation requirements to permit the scheduling of a two-hour laboratory period.
4. Students will be expected to participate in local DECA activities.

FACTORS TO BE CONSIDERED IN SELECTING STUDENTS

1. Age -- must be 14 years of age and sophomore standing.
2. Scholastic standing.
3. Aptitude and ability.
4. Health.
5. Attendance.
6. Punctuality.
7. Character.
8. Personality.
9. Appearance.
10. Vocational interest.
11. Alertness.

A student may be selected for Distributive Education even though he shows weakness in one or more of the above standards. He should not be involved in projects which involve the business community until he meets the minimum

standard and demonstrates that he is sincere in his efforts to maintain the standard.

SOURCES OF PROSPECTIVE STUDENTS

1. Names submitted at guidance assemblies--career days.
2. Names referred by junior high or high school guidance counselors.
3. Names secured by complete study of guidance folders.
4. Names referred by present D. E. students.
5. Students who inquire about D. E. at various school functions.
6. Students referred by cooperative D. E. coordinators

SUGGESTED STEPS IN SELECTION

1. Prospective student completes application. (See Figure I)
2. Conduct a personal interview with student (may conduct two interviews--a brief interview to get acquainted--a longer interview later).
3. Use of aptitude tests during the interview. (See Figure II and III)
4. Interview with student and parents.

ASSEMBLY PROGRAMS FOR EXPLAINING THE DISTRIBUTIVE EDUCATION PROGRAMS TO THE JUNIOR HIGH SCHOOL EIGHTH AND NINTH GRADES

As chairman for the committee from your school, please check items:

A. Each vocational service should have a carefully prepared outline of its part on the program knowing exactly how much time it should take.

B. Check back with the head counselors in the junior high schools on

the exact program as to time, date, and procedure, including distribution of flyers and tentative application forms.

C. Program should include the following:

1. Introduction of all coordinators by principal or head counselor.

2. Explanation of each program. Stress that the only course which students can actually sign up to take in the tenth grade is the DISTRIBUTIVE EDUCATION PREPARATORY COURSE (DE I) but that they should know that the others will be available in the eleventh and twelfth grade years.

3. Your explanation of the Distributive Education Preparatory Program must include that it is vocational in nature and intended to prepare students for entry in the future into the vast field of distribution. You must give specific examples of what distribution includes so that they can see the various opportunities. You must not urge students who definitely are college bound to sacrifice any college preparatory courses for this, but you certainly can point up that it prepares students for certain majors in post-high school courses.

4. Explain that the application form is tentative but that we need to know how many hope to enroll later. These forms should be taken home and discussed with parents and returned to homeroom teachers, who will turn them over to coordinators. Tell them to bring the forms to homeroom teachers in two days or the next morning depending on the

advice of the counselors.

5. Distribute flyers to the students as they leave, urging them to show them to their parents even if they don't think they will be taking these courses. This will be one way they can educate their parents.

6. Leave manila folders on Distributive Education Programs for eighth and ninth grade homeroom teachers and all guidance counselors.

D. Follow up the assembly program by:

1. Picking up the tentative enrollment forms within one week of the assembly program. Do this personally as it will provide an additional opportunity to answer questions of the counselor and to discuss pupils indicating interest.

2. Write the head counselor, with copy to the principal, expressing thanks for support and cooperation. Offer your services to help whenever possible.

3. Follow regular enrollment interviewing and scheduling procedure with junior high school counselor's guidance.

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

FORMS FOR GUIDANCE AND SELECTION OF HIGH SCHOOL STUDENTS

The next three forms are examples of forms you may want to use in the spring when you select students for your next year's program.

Some suggestions for using the forms:

1. When you interview students.
2. When students ask you about DE.
3. After an assembly program.
4. Before an assembly program.
5. In homeroom.
6. Give to all guidance counselors.

These are samples and should be drawn up to meet any special local conditions. Add your own blank forms to this section of the Manual for quick reference in the future.

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

SAMPLE #2

DISTRIBUTIVE EDUCATION SERVICE

State Department of Education

Richmond, Virginia 23216

Date March 17, 1965

Name Mary L. Camel School Strausberg High School

Age 15 Date of Birth Oct 1949 Phone 842-1220
Mo Year

Father's Name Harold Camel (First / Last) Father's Occupation Construction Worker

Grade in school NEXT YEAR Junior Year of Graduation 1967

Would you like to learn more about how to progress from where you are now to where you would like to go in your life's work?

Yes X No

Would you be interested in taking a course before graduation that would help you learn more about career opportunities in the world of work, including a background of how business is operated in our economy?

Yes X No

The Distributive Education course will include many of the skills needed in your life's work, including how to find a job, how to apply for a job and how to keep a job. Would you be interested in talking with someone about enrolling in Distributive Education next year?

Yes X No.

What have you thought you would like to do as a career after you graduate from high school? Be an actress or airline stewardess

What is your proposed schedule for next year?

Required	*Electives*
Math	Music
English	
History	
Gym	

Mary Lee Camel
Student's Signature

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

Figure 1

SAMPLE #1

DISTRIBUTIVE EDUCATION

INTEREST QUESTIONNAIRE

Name Mary Lee Camel

Address 1212 Forest Avenue Age 16

Are you working now X Yes ___ No

If so, where Mr. Donut (name of business)

Location of business 1612 Lee Highway

What type of work are you doing? Salesgirl

If you are not working, what type of business would you be interested in working in? _____

What type of work would you be interested in doing? X selling, ___ stock, ___ service

Would you be interested in learning more about a program in school in which you attend school part of every day and then receive a portion of your instructions through on-the-job experience in a retail or service selling organization in the community?

X Yes ___ No

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

SAMPLE #3

SURVEY FORM TO INDICATE INTEREST IN DISTRIBUTIVE EDUCATION SIMULATED HIGH SCHOOL PROGRAM

Student's Name Mary Lee Camel School Wilson High School

Age 16 Date of Birth Oct. 9, 1949 Height 5'9" Weight 110 lbs

Home Adress 4A Mulzer blvd. Phone MO 2 1910 Nearest Phone

Mother's Name Bertha Camel Occupation Housewife Firm

Father's Name Zeke Camel Occupation Barber Firm Larry's Barber Shop

Type of Job Desired 1st Choice Receptionist

Type of Job Desired 2nd Choice Cosmetician

High School Credits Already Earned 12 Indicate in what fields

English	3	Foreign Languages	1	Other Fields	
Mathematics	3	Commercial	1		
Science	1	Home Economics	2		
History	1	Industrial Arts			

Subjects and grades this year

Math	B	Music	C	English	D
Home Economics	A	Art	B	Biology	D

List subjects you need to graduate

English	2	Science	1		
History	1	Phys Ed	1		

Do you intend to go to college? No Where?

What are you planning for your life work? Be a career girl

In what extra-curricula activities have you taken part? Home Ec Club, Drama Club, Music Club

Times tardy this year 2 Reasons Missed the bus

Times absent this year 4 Reasons Headache and colds

Have you ever worked? No Last firms and approximate dates of employment

Are you employed now? No With what firm?

Would you be interested in the DE course? Yes

List three teachers who are teaching you now 1) Mr. Frank Allen 2) Miss Mamie Jones

3) Mrs. Ann Haines

Mary Lee Camel
Student's Signature

Year in school Junior

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

APPLICATION FOR THE DISTRIBUTIVE EDUCATION PROGRAM

Application for Admittance into D.E.

SIMULATED HIGH SCHOOL PROGRAM

When to Use this Form:

As you carry out your guidance plans in the local high school program, students will want to apply for enrollment. The attached sample application form may be used to provide some information about a student's background, schedule and interest. It may also aid you in designing your own local application form if you so desire.

How to Use this Form:

1. Have each applicant fill out the form.
2. Use the form during the interview.
3. File in student's personnel folder

Distribution of this Form:

One copy for interview and then filed.

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

APPLICATION FOR DISTRIBUTIVE EDUCATION
HIGH SCHOOL PROGRAM

Name of Student Easton, David Section No. A Home Room 214

16 Date of Birth: Month Oct. Day 2 Year 1949 Height E'9" Weight (Nearest) 155

Home Address 916 Meadow Dr. Telephone 772-2957 Telephone —

Mother's Name Mary Occupation housewife Firm

Father's Name James Occupation Electrician Firm Jones Electric

Type of Employment Desired: 1st Choice Salesman - Men's Clothing

2nd Choice Auto Parts - Stockroom

High School Credits Already Earned 18. Indicate in what subjects:

English	3	Foreign Languages	1	Other fields:	
Mathematics	3	Commercial	0	Art	1
Science	3	Home Economics	0	Music	1
History	2	Industrial Arts	1	P.E.	3

Subjects and Grades this Year:

English B	History C	Art A
Algebra C	Chemistry B	P.E. A

Subjects needed for graduation: English, government, Electives

Do you intend to go to college? yes Where? Don't know

What are you planning for your life work? Some kind of business

In what extra-curricula activities have you taken part? Football, Band

Times tardy this year 0 Reasons —

Times absent this year 2 Reasons sick

Have you ever worked? yes List firms and approximate dates of employment:

Paper route - 10 yrs to 12 yrs. - local paper.
Westside Service Station - 2 Summers

Are you employed now? no With what firm? —

Give your room schedule for this year:

Period	Mon.	Tues.	Wed.	Thurs.	Fri.
1st Period	Eng.				
2nd Period	Hist.				
3rd Period	Alg.				
4th Period	Chem.				
5th Period	Art				
6th Period	P.E.				

Excellent opportunities are available to young people in retailing and distributive businesses of our city. Two of the outstanding requirements of character qualities are dependability and sincerity. If I am accepted in the Distributive Education course, I agree to put forth my best effort in completing instruction in school and on the job.

Signed David Easton
Student

I consent to David entering the Distributive Education course and agree to cooperate with the school and the training agency.

Signed James A. Easton
Parent or Guardian

Courtesy of Virginia State Department of Education, Distributive Education Service, Distributive Education Teacher Coordinator's Operations Manual, 1966.

Name _____

Date _____

Score _____

INVENTORY OF YOUR PERSONALITY

Below you will find a list of questions that constitute an inventory of positive personality traits. Answer these questions according to the instructions Your instructor will evaluate the results in terms of an ideal person.

Instructions: Answer each question YES or NO in the space provided. If you cannot honestly answer the question, put a question mark (?) in the space.
ANSWER THE QUESTIONS HONESTLY!!!

_____ 1. Do you tend to argue or disagree when someone gives his point of view about which you disagree?

_____ 2. Can you always trust yourself when handling money that does not belong to you?

_____ 3. Do you usually hate to see the other fellow get promoted or get something you don't have?

_____ 4. Do you usually want to share your responsibility with someone?

_____ 5. Are you easily discouraged?

_____ 6. Do you go out of your way to give assistance to a friend?

_____ 7. Do you tell people who have done you a favor that you appreciate it?

_____ 8. If you dislike a person, do you enjoy telling him what you think of him?

_____ 9. Do you usually feel tired and dull?

_____ 10. Do you, in most cases, have to be coaxed to talk about yourself or the things you have done?

_____ 11. Can you stand to have someone else, other than your close friend, be the center of attraction in a crowd?

_____ 12. Have you ever copied from someone else in any of your school work?

_____ 13. Are you willing to devote extra time and effort to your work even though it means giving up some pleasure?

_____ 14. Can you always be depended upon to carry out an assignment without assistance from anybody?

_____ 15. Do you feel as ambitious at three o'clock in the afternoon as you felt at ten in the morning?

_____ 16. Are you always glad to help new people in their school work or in finding their way around and in meeting other people?

Figure II

____ 17. Have you often gone out of your way to express gratitude to someone?

____ 18. Would you rather quit a job than be "bawled out" by your employer?

____ 19. Are you always cheerful when you are trying to "cheer up" your friends?

____ 20. Are you inclined to tell a bigger story than the other fellow?

____ 21. Do you ever cross the street to avoid meeting people you do not like?

____ 22. Do your friends ever trust you with their personal belongings?

____ 23. If you worked in a store and your neighboring clerk, whom you knew rather well, wanted to exchange lunch hours, would you object to this?

____ 24. Do you seek and depend upon the advice of others in most things which you are asked to do?

____ 25. Are you eager to get to work or start a project which you know is going to take a long time?

____ 26. Do you avoid the responsibility of offering your time and services for such things as Red Cross, Community Chest or other such groups?

____ 27. If a customer should call your attention to a mistake you made in favor of the store, would you thank him?

____ 28. When your friends and the people you meet are sad or unhappy, does this tend to make you unhappy?

____ 29. If you were working in a store, could you restrain your feelings toward a customer if he had you show him twenty samples of an item and then refused to buy any?

____ 30. Do you exaggerate your abilities when talking at home or to friends?

____ 31. Have you ever shut off the radio or television or changed stations because you could not stand the program, even though others in the room may have been listening?

____ 32. Have you ever misrepresented the facts to your parents or friends in order to get them to allow you to do something?

____ 33. Do you habitually eat in the presence of others without sharing with them?

____ 34. If you were going to buy some clothes for yourself, would you ask someone to go along, other than your parents, to help you buy?

____ 35. Can you stick to a tiresome task for a long time without someone's prodding or encouraging you?

____ 36. Do your parents or your employer have to tell you everything they want you to do?

____ 37. Are you slow to show your appreciation for someone because you do not want to feel obligated to them?

____ 38. Is it hard for you to refrain from whistling, stamping your feet, or loud clapping when you are asked in assembly, or a show, or in other public places?

____ 39. Can you take fair criticism smiling?

____ 40. Do you ever hesitate to offer your services for something because you feel you might not do the job correctly?

____ 41. Can you stand to have someone younger than you are to give you good advice?

____ 42. If you were selling feed that was 60 percent wheat and the customer asked if this was 50 percent wheat, would you be telling the truth if you answered YES?

____ 43. Do you share or lend your prize possessions to others?

____ 44. Can you make hurried decisions alone, without outside help?

____ 45. Are you one of those who never does anything today that can be put off until tomorrow?

____ 46. Are you willing to give up your spending money for a worthy cause?

____ 47. Do you pass out compliments in the hope of receiving one yourself?

____ 48. At Church or Sunday School, do you give your undivided attention to the teacher or minister?

____ 49. Does the weather usually affect your disposition?

____ 50. Have you ever "invited yourself" to visit or go along with a group when an invitation was not forthcoming?

Diagnosis of Personality

Your instructor will review in class each question and you will be asked to decide the correct answer on the basis of what an ideal person would have done. The questions were constructed in such a manner that you actually evaluate yourself on the ten positive traits of a pleasing personality. This chart will help you diagnose your shortcomings. Circle the number below where your answer did NOT agree with the one decided upon in class.

Total the numbers encircled and note the personality traits in which you showed the greatest weakness.

Personality Traits	Question Numbers					Errors
Forebearance	1	11	21	31	41	____
Integrity	2	12	22	32	42	____
Unselfishness	3	13	23	33	43	____
Confidence	4	14	24	34	44	____
Vigor	5	15	25	35	45	____
Helpfulness	6	16	26	36	46	____
Gratefulness	7	17	27	37	47	____
Self-restraint	8	18	28	38	48	____
Cheerfulness	9	19	29	39	49	____
Modesty	10	20	30	40	50	____
					Total errors	____

Note: Use this chart to analyze and improve your weak points.

Name _____

Date _____

Score _____

SELF-ANALYSIS OF INTEREST IN SALES WORK

Which of these statements describes you? If the answer is "yes", draw a circle around the "Y." If the answer is "no," draw a circle around the "N." It is in your own interest to be as fair and accurate as possible in your answers.

1. I'd rather deal with things than with people . . . . . Y N
2. I think mathematics is a very interesting subject . . . . . Y N
3. I like talking to strangers . . . . . Y N
4. I dislike group activities . . . . . Y N
5. People find it easy to approach me . . . . . Y N
6. I would like to do research in science . . . . . Y N
7. I'd enjoy raising money for a worthy cause . . . . . Y N
8. I prefer to be by myself . . . . . Y N
9. I've more than average desire to own things . . . . . Y N
10. I would like to design farm implements . . . . . Y N
11. I would like to attend conventions . . . . . Y N
12. I've more than average mechanical ingenuity . . . . . Y N
13. I dislike people who borrow things . . . . . Y N
14. I would like to be a mechanical engineer . . . . . Y N
15. I like people of all nationalities in my community . . . . . Y N
16. I'd like to work a 40-hour week . . . . . Y N
17. I would enjoy making speeches . . . . . Y N
18. I'd like to be head of a research department . . . . . Y N
19. I like to keep meeting new people . . . . . Y N
20. I enjoy bargaining when I'm buying something . . . . . Y N
21. I'd like to develop some new scientific theories . . . . . Y N

Figure III

22. I'd like a straight salary in my life work . . . . . Y N

23. I prefer only a few really intimate friends . . . . . Y N

24. I'm better than average at judging values . . . . . Y N

25. I like to get other people's viewpoints . . . . . Y N

KEY FOR SELF-EVALUATION IN SALES WORK

Your answers indicate interests or characteristics favorable to success in sales work. To find your total score, add up the number of your answers that agree with those below. If your score is 16 or above, your chances of success in the selling field are favorable. A score below 16 indicates that you probably would have better chances of success in some other field.

1.	____	N
2.	____	N
3.	Y	____
4.	____	N
5.	Y	____
6.	____	N
7.	Y	____
8.	____	N
9.	Y	____
10.	____	N
11.	Y	____
12.	____	N
13.	Y	____
14.	____	N
15.	Y	____
16.	____	N
17.	Y	____
18.	____	N
19.	Y	____
20.	Y	____
21.	____	N
22.	____	N
23.	____	N
24.	Y	____
25.	Y	____

CHAPTER X

PUBLIC RELATIONS

Publicity is the key that will unlock many doors for a Distributive Education Coordinator. By giving a clear, concise picture of his program to clubs, organizations, and a wide coverage from the press and the other media the coordinator will have taken a long step toward having the people that this publicity reaches on his side. The coordinator is making known his program, his students, his objectives, and is giving the listener and/or viewer, a clear picture of what Distributive Education is and thus is making his job much easier. Understanding all things makes the road a lot easier to travel, and this is especially true for Distributive Education.

BASIC B'S FOR PUBLICITY

1. Be the only person from your group to contact news media. Two persons calling a newspaper editor or program director are bound to bring confusion and conflict.
2. Be quick to establish personal contact with the right person at each newspaper, radio and television station in your area.
3. Be sure to write everything down.
4. Be prompt in meeting every deadline.
5. Be legible. Type news releases. Correct all errors.
6. Be accurate. Double check names, dates, etc.
7. Be brief.
8. Be honest and impartial. Give credit where credit is due.
9. Be brave. Don't be afraid to suggest something new.

10. Be businesslike. Never try to obtain publicity from friendship.
11. Be appreciative of all the time and space given you. Remember it could be sold.
12. Be professional. Members of the press are always invited guests.

IMPROVING PUBLIC RELATIONS WITH STUDENTS

1. Sponsor assembly programs describing Distributive Education work.
2. Report activities of your classes, through a class reporter, to the student newspaper.
3. Give widespread publicity to successful graduates or cooperative students in the school newspaper and on bulletin boards.
4. Arrange to have members of your advisory committee or others prominent in your field speak to the ninth and tenth-grade classes about career opportunities in Distributive Education.
5. Keep your department clean and attractive at all times.
6. Use corridor bulletin boards and exhibit cases to display student-made projects and career opportunities in your field.
7. Arrange to have other students visit your department, or have students in academic high schools visit your school.
8. Plan career day activities with local business and industrial firms to allow students to see at firsthand the job opportunities open to them.
9. Prepare material, slides, or movies describing your course offerings.
10. Prepare and distribute a four-year high school curriculum showing how and where your Distributive Education programs fits in.
11. Glamorize your field of work whenever possible.

SENDING PHOTOS TO THE NEWSPAPER

1. Newspapers prefer glossy photos, 8" x 10" in size.
2. Captions for pictures should be typed on a sheet of paper which can be attached to the bottom of the photograph (on back side) with scotch tape. Do not write on back of photo or attach the caption with paper clips to avoid damaging the photo for reproduction. Do not paste caption on back of photo as this makes it awkward for editors to use.
3. Be sure that names and addresses of all individuals in the picture are included in the caption in the proper left to right position.
4. Action shots are best. Have one center of interest in the picture.
5. Speed is important in getting a photo to the newspaper. Pictures of an event on Tuesday is not news on Friday. If your school does not have photo developing facilities, you will find that the newspapers are willing to help out if the picture is really newsworthy.
6. You should have on hand up-to-date portrait shots of important school officials in case the paper asks for one to use with announcements from the school.
7. Send an action picture when possible with a story about an individual teacher or student. Take advantage of every opportunity to publicize your Distributive Education program.

POINTERS FOR RADIO BROADCASTING

1. Tell stories simply, without too many statistics and technical lingo.
2. Make use of sound effects, music, and several interesting voices instead of a single commentator to help dramatize your story.

3. Dramatize the facts to be presented. This is good showmanship regardless of the medium utilized.

4. Use human interest. It's always a desirable ingredient in telling your story.

5. Give students an opportunity to participate in radio broadcasting. Make it an educational activity which is part of the classroom work.

6. Attract audience attention immediately. It's mighty easy to reach out and twist the dial. Audiences chased away from a station by your boring introduction may not come back for hours, lowering the station's rating and your chance for a return engagement.

POINTERS FOR SPEECH MAKERS

1. Be direct and straightforward. Have something to say and say it.

2. Put your audience at ease by being at ease yourself. Look at your audience, avoid random movements, converse with the audience.

3. Know what you are talking about and speak as an authority. When you talk to a group impress upon yourself the fact that you know more about the subject than the group to whom you are talking and you will sound convincing.

4. Concentrate on communicating the idea and ideals behind your program to your listeners.

5. Speak clearly in language on a plane with your listeners. Simple English is easier to listen to than involved sentences and long words.

6. Keep personal references, honors, accomplishments out of your speech as much as possible.

7. Make an outline which is easy to follow--develop a few key points and back each with facts and illustrations.

8. Have a good beginning and end to your speech. Even if you "ad lib," it is best to prepare these parts so you know when to stop as well as how to start.

9. Get the audience's attention with an anecdote, story, joke, or quotation about your program. (It may be useful to try out the story on a few of your friends to test their reaction.) Be sure that the joke actually introduces your subject.

10. Since the previous speaker may have most of your ammunition, you had better take along a little extra to use in an emergency.

11. Prove your point with human illustrations that tell your story. Translate figures into human terms.

12. Everybody likes a good success story and case histories of out-standing students and graduates are sure-fire speech material.

13. Find out ahead of time all you can about the group to whom you are to speak so you can aim your words at their specific interests and current needs. Link your Distributive Education program to your listeners' daily lives and show its importance to them.

14. Write a new speech or rework an old one carefully for each occasion. This procedure will assure the fresh approach which makes a speaker popular.

15. Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.

16. Ask the audience to do something: read the school's handbook, visit your class, attend the school's Open House, or tell others about the Distributive Education program.

17. Don't talk too long.

ORGANIZING THE ANNUAL BANQUET

1. Involve students in all phases of the planning and handling of the banquet
2. Work out a long-range plan for financing the annual banquet.
3. Keep the superintendent, principal, and other school authorities informed as to all plans for the banquet.
4. Have attractive and appropriate invitations. Send them well in advance of the date of the banquet.
5. Plan decorations that students can make.
6. Arrange for a welcome committee.
7. Plan entertainment or tour of vocational departments for early arrivals.
8. Use name tags to help guests get acquainted.
9. Have the department open before and after the banquet if it is held in the school.
10. Plan a varied program that moves fast. Set a time limit.
11. Plan for a "stretcher" or "relaxer" during the program.
12. Keep a file of banquet programs, menus, and decorations used. Keep a file of banquet ideas for the future.
13. Publicize the banquet before and after. Take pictures during the banquet

(See DECA Advisor's Guide for additional information)

HELPS FOR HOLDING OPEN HOUSE

1. Set the time for the convenience of your public, not the staff. Plan ahead and do not conflict with another important community activity.
2. Assign students as well as faculty to the planning committees.

3. Include important facts about the vocational program in the invitations.

4. Appoint student and faculty guides to show visitor's around classrooms and shops.

5. Set up displays showing student's work in strategic locations.

6. Give away prizes made by students or donated by industry.

7. Present student-made school souvenirs (ash trays, paper weights, memo pads) to all guests.

8. Let the home economics department prepare and/or serve refreshments.

9. Invite the press to attend and make special arrangements for guides for reporters and photographers.

10. If you plan a program, keep it short so there will be time for all to visit the shops and classrooms.

11. Arrange for registration to check number in attendance and to build up mailing lists.

MAKE YOUR EXHIBIT INTERESTING

1. Use photographs showing activities of your program, students at work, projects made.

2. Displays objects: projects made by pupils, equipment used, models.

3. Use movement to gain attention: have students in action, a movie projector, equipment in operation.

4. Don't use many statistics--make comparisons by graphs or pictures.

5. Combine many techniques--color, action, photographs--but keep the display free of too much detail which discourages people from looking and understanding.

6. Keep it simple, direct, uncluttered. Avoid attempting to show too much.

7. Include concise descriptive placards at eye level and large enough for easy reading.

RATE YOUR PUBLIC RELATIONS

So that you can take an inventory of accomplishments and progress in your public relations activities, here is a checklist of necessary contacts for vocational education personnel. Fill in your special publics at the bottom, so that the list fits your own particular situation, and rate yourself periodically.

DATE / CONTACTS									
	Excellent	Good	Improve	Excellent	Good	Improve	Excellent	Good	Improve
Students									
Alumni									
Youth Clubs									
Fellow Teachers									
Guidance Personnel									
Supervisors									
Administrators									
Board of Education									
Educational Associations									
Parents									
Civic Groups									
Social and Fraternal Groups									
Women's Clubs									
Service Clubs									
Chambers of Commerce									
Farm Associations									
Trade Associations									
Labor Organizations									
Employment Agencies									
Businessmen's Organizations									
Merchants' Groups									
Employers									
Advisory Committees									
Federal Agencies									
Legislators									
State Colleges and Universities									
Newspaper Staff									
Radio and TV Station Staff									
Magazine Editors									
Other Special Publics									

CHAPTER XI

DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

INTRODUCTION

The Distributive Education Clubs of America, or "DECA" as it is commonly known, is the national organization to which all distributive education students may belong. The identifying letters of DECA refer to the title, Distributive Education Clubs of America. This organization identifies the program of youth activities relating to the study of distribution. The theme, "Developing Future Leaders for Marketing and Distribution," is derived from the activities in which members may participate.

DECA is the only youth organization operating in the public schools to allow participation for those who have selected a career in the field of marketing and management.

DECA offers an opportunity for the development of leadership, an opportunity to establish a respect for education in a free economic system, vocational understanding, and social intelligence.

The youth organization (DECA) is student centered and is run for the students by the students, and for the students' improvement. DECA is an integrated part of the classroom instruction. All activities conducted under the emphasis of DECA should be inductive and educationally sound.

Each student enrolled should be encouraged to become an active member of the organization and by doing so, make a contribution to both the organization and to himself.

DECA seeks to achieve its purposes by creating interest in all phases of marketing and distribution study, and serving as an avenue of expression for individual talent. History has proven that whenever a nation's channels of distribution fail to function, that nation is short-lived. As DECA attracts more of our nation's youth to study marketing and distribution, the total D. E. program becomes a vital necessity to our national security.

Each local chapter is the "show window" for student achievements and progress in acquiring job competencies for successful careers in the field of distribution.

THE HISTORY OF DISTRIBUTIVE EDUCATION CLUBS OF AMERICA

During the period of 1937-42, the distributive education mambers in many schools organized clubs. The common interests of these students was a widespread formation of local clubs. Various names for the clubs were adopted: "Future Retailers," "Future Distributors," "Future Merchants," and "Distributive Education Clubs."

Between 1941 and 1944 a few states held statewide meetings of distributive education clubs and by 1945, several states had organized state clubs and were holding state conferences. About the same time, plans were being made to hold national conferences. In 1946, the United States Office of Education invited a representative committee of State Supervisors of Distributive Education to meet in Washington, D. C. with representatives from the United States Office of Education to develop further plans for the national organization and to prepare a tentative constitution.

The National Organization was initiated in Memphis, Tennessee, in April

1947, at the first interstate conference of distributive education clubs. At this meeting, delegates from twelve states unanimously adopted a resolution to form a national organization. We are proud that Kentucky was among the twelve.

The second National Leadership Conference, held in St. Louis, Missouri in 1948, saw an adoption of the constitution and the official name, The Distributive Education Clubs of America, designated DECA, and the acceptance of 17 charter member states. These were: Arkansas, Georgia, Indiana, Kansas, Kentucky, Louisiana, Michigan, Missouri, North Carolina, Ohio, Oklahoma, South Carolina, Tennessee, Texas, Utah, Virginia, and Washington. Continued interest caused a rapid growth as state by state joined this youth organization. DECA now has a 49-state membership plus Puerto Rico.

HISTORY OF KENTUCKY DECA

As mentioned above, one of the organizations that preceded DECA in conjunction with distributive education in Kentucky was The Kentucky Future Retailers Association. This organization came into being in 1943 and held its first state convention at the University of Kentucky College of Education in Lexington on April 26-27, 1944. The first president of the organization was Mary Elizabeth Moore of Dixie Heights High School in Covington, Kentucky.

The organization appears to have been quite active during the remaining years of the 1940's and early 50's and was not entirely replaced by the formation of DECA in 1948. Schools mentioned prominently in write-ups and newspaper publicity include those from Louisville, Lexington, Ashland, Corbin, Middlesboro, and Maysville. The individual providing most of the impetus to this movement was Dr. W. Maurice Baker, of the University of Kentucky, who

continued through many years in the capacity of state advisor.

The growth of DECA Clubs in Kentucky has closely paralleled the growth of distributive education programs offered in Kentucky High Schools. As of the past school year, 1968-69, there were in Kentucky 52 chapters in 47 schools, representing approximately 1300 members.

OBJECTIVES OF DECA

1. To develop leadership in the field of marketing and distribution.
2. To develop a sense of individual responsibility.
3. To provide opportunities for intelligent career choice in the field of marketing and distribution.
4. To allow practical application of the principles of marketing and distribution through competitive activities.
5. To encourage use of ethical practices in business.
6. To provide for mental and physical health through club activities is reflective in the personality and physical qualities which permit personnel in marketing and distribution to function effectively.
7. To create and nurture an understanding of our free, competitive enterprise syste
8. To develop an appreciation of civic and social obligations of those engaged in distribution and marketing.

To serve as a means of interpreting the instructional program to businessmen, faculty, parents and other students.

To allow opportunity to appreciate and implement the obligations of citizenship.

DECA MOTTO

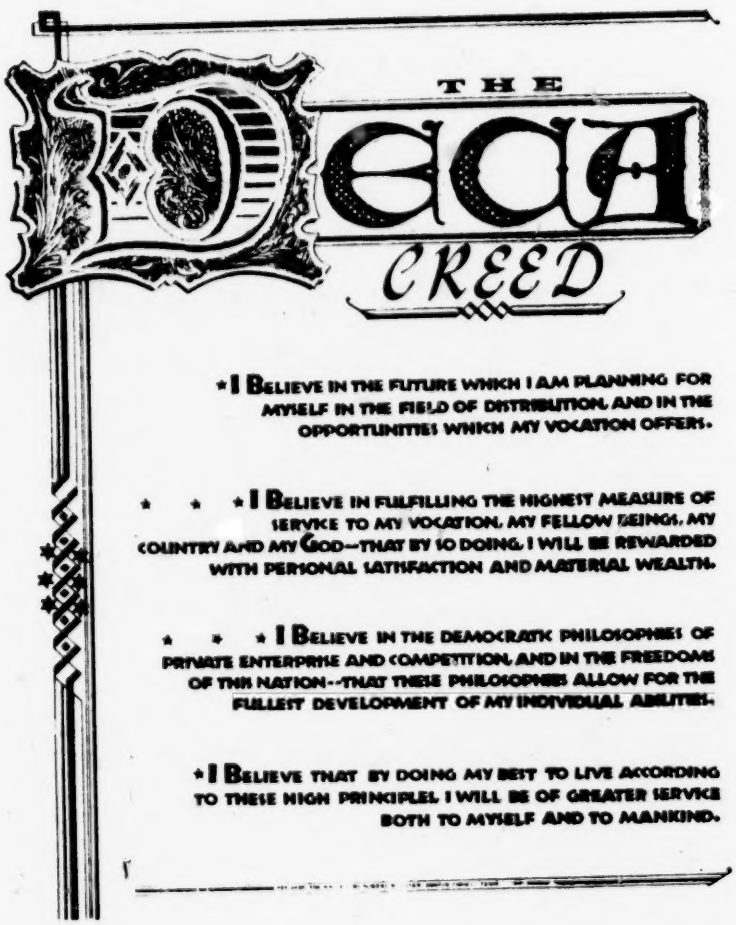
The motto is very appropriate for the Kentucky Association of DECA. It is a constant reminder that one must acquire knowledge and skill in order to have "power." Only the unprepared are weak and will therefore, "fret continuously." The motto is as follows:

"Power Works With Ease--Weakness Frets Continuously."

DECA COLORS

The colors of this organization are blue and gold. Blue is the color which suggests sincerity and genuineness. It is the color of the heavens above us.

Gold to us suggests the crowning success which comes to one who lives usefully and wisely. We are all seekers after success, not only because of the wealth it brings, but because of the satisfaction which attends it. It is good for a man to know that he has done well.


THE
DECA
CREED
★ I BELIEVE IN THE FUTURE WHICH I AM PLANNING FOR MYSELF IN THE FIELD OF DISTRIBUTION, AND IN THE OPPORTUNITIES WHICH MY VOCATION OFFERS.
★ ★ ★ I BELIEVE IN FULFILLING THE HIGHEST MEASURE OF SERVICE TO MY VOCATION, MY FELLOW BEINGS, MY COUNTRY AND MY GOD--THAT BY SO DOING, I WILL BE REWARDED WITH PERSONAL SATISFACTION AND MATERIAL WEALTH.
★ ★ ★ I BELIEVE IN THE DEMOCRATIC PHILOSOPHIES OF PRIVATE ENTERPRISE AND COMPETITION, AND IN THE FREEDOMS OF THIS NATION--THAT THESE PHILOSOPHIES ALLOW FOR THE FULLEST DEVELOPMENT OF MY INDIVIDUAL ABILITIES.
★ I BELIEVE THAT BY DOING MY BEST TO LIVE ACCORDING TO THESE HIGH PRINCIPLES, I WILL BE OF GREATER SERVICE BOTH TO MYSELF AND TO MANKIND.

CHAPTER ACTIVITIES AND PROJECTS

Chapter activities and projects may be classified into five broad areas: Professional, Financial, Civic, Service, and Social. These projects should provide an opportunity for:

The development of a spirit of cooperation

An understanding of competition

A recognition of social values

An ability to communicate

Individual recognition

The responsibility of leadership and friendship

Any club activity developed should be based upon the needs of its members and the local situation. The success of any DECA chapter activity is to "Plan your work--then work your plan."

SUGGESTED IDEAS FOR DECA CLUB ACTIVITIES

1. Offer your talents to civic clubs Contact each civic club program chairman to explain the DECA story and its role in your community and school. Show film, "Tell It Like It Is."
2. Hold an Employer-Employee Banquet where club members honor employers as guests and present them with Appreciation Awards.
3. Select a DECA Mother of the Year for the mother of your community who has contributed most to the social activities of your club. Award a certificate of appreciation.
4. Select a DECA Training Sponsor of the Year for the merchant of your community who has contributed most to your class-club activity. Award a certificate or gift as a token of your appreciation.

5. Send Christmas cards to the training station sponsors.

6. Try a Community Betterment Project. Your club may partially adopt a needy family and find sources for assistance to them.

7. Adopt Sound Fund-Raising Projects to allow your club an adequate operating budget.

8. Try an Annual School Betterment Project such as "Clean-up, Paint-up Week," an open house for parents of DECA club members, an open house for faculty members, an assembly skit, and many others.

9. Subscribe to DISTRIBUTOR for training sponsors to help build goodwill and keep these sponsors informed of their company's participation in the national and state club program.

10. Have DECA Day in your local community. Merchants are proud to have students "take over" their business for a day.

11. Use Students for Programs. This is excellent training and gives good leadership experience.

12. Use Door Prizes to stimulate club attendance and promptness at meetings.

13. Use Leadership Conference for all school club officers, sparked by DECA Club leadership. This gives each officer a chance to share duties of his office with other officers. It is an excellent school leadership project.

14. Encourage the Use of Club Insignia. This includes the wearing of the club jewelry and uniforms plus proper usage of the club emblem in training stations, school displays, etc.

15. Try Publishing a Newsletter. It may be one or two mimeographed pages monthly or each semester for distribution to all interested persons, including other school organizations.

16. Build a Club Library on methods, projects, and ideas of good club operation. This could include materials on any youth organization.

17. Go on Field Trips. This is learning on the scene.

18. Sponsor a Gift Wrapping Class open to the public to promote the latest gift wrapping fashions.

19. Sponsor Coke and Chip Get-Togethers. This is a wonderful chance for fellowship for club members before or after school or during breaks.

DECA CHAPTER PROGRAM OF WORK

The moment a boy or girl is accepted for enrollment in the distributive education program, he or she becomes a candidate for membership in the Distributive Education Clubs of America (DECA). This point should be made clear to the prospective D. E. student. It is said to be co-curricular. DECA is not an extra-curricular activity.

The manner in which a DECA chapter is organized and administered will determine its success. It is highly essential that each local chapter have a program of work that is functional. This plan must be developed by the members of the DECA Chapter under the guidance of the local chapter officers. The plan should be well balanced. Different types of activities should be provided--social, civic, benevolent, fund raising, and professional. It is easy to follow the path of least resistance and allow a DECA chapter to drift into a series of projects which over-emphasize any one of these activities. A "project budget" should be prepared. Social affairs should be weighed against business projects, civic activities against educational activities, recreation against work, until the program for the year is not only in conformity with the objectives of the DECA chapter, but can be expressed to make the maximum contribution to its members.

A suggested format for a chapter program of work is given below:

STEPS IN BEGINNING A DECA CHAPTER

1. Make every effort to get started as early as possible.
2. Consult the coordinator-advisor on local school rules and regulations governing clubs. The advisor will undoubtedly have obtained this information from the principal and vocational supervisor as soon as the request for a DECA club has been made.
3. Order Official Handbook from National DECA Headquarters, 200 Park Avenue, Falls Church, Virginia--22046 The price is $2.50. This will answer many questions for students and advisors.
4. During a regular class period, appoint a student committee of not more than five to study all distributive education club material available and report to the class at a later date as to how a DECA chapter should be organized for the benefit of all distributive education students. The coordinator should serve as the advisor to this committee.
5. Establish a relationship with all potential club members for the purposes of developing intent of the club. (Sources of information include: existing clubs nearby; materials available from National DECA, such as the Pamphlet, "DECA, What It Is, What It Does;" The Official Handbook, Chapter Activities Packet, DECA Week Kit, Publicity Guide, and other items from the State Department of Education Distributive Education Unit; and the U.S. Department of Health Education and Welfare, "Educational Values in Club Programs," available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. 20402, price 15¢.)

6. Set a time and place for DECA meetings. See that all potential members are

7. First Meeting: Have the student committee report its recommendations to distributive education class. Elect temporary officers: President, Vice-President, Secretary, Treasurer, Reporter and Parliamentarian. Have temporary President appoint a constitution committee to study National and State Constitution and draw up the local chapter's constitution, using them in principle. (See sample constitution and club organization chart on the following pages.)

8. Second Meeting: Further orientation to club operation. Election of officers (it might be wise to permit nominations from the floor in addition to the slate presented by the nominating committee and fill the offices, one office at a time, thus making those who might lose, eligible for a lower office. The size of your group will dictate the number of officers that you desire to select. Usually six.)

   Establish committees and committee chairmen. Discuss future events and other appropriate information together with planning. Have constitution committee report on chapter constitution and adopt, if possible. Have activities committee report on activities planned for the semester. Have treasurer collect dues. Have general chapter discussion to answer questions. Set a time and place for the next meeting.

9. Within the week after the organizational meeting, the newly elected officers should hold an extensive planning session with the coordinator for the purpose of "grooming" each officer on his or her responsibilities in regard to the fact that this is the students' organization and it will only accomplish

what they as officers lead it to do. You should also begin the development of a plan of a program of work for the entire year at this meeting. Have all of the committees meet and develop a tentative plan of activities in their area for the year. The officers and committee chairmen should meet together to develop the yearly plan of activities. Submit the rough draft of the yearly plan of activities to the club members and to the school administration for reaction.

10. Third Meeting: Settle on a plan of activities for the year and set about to accomplish them. (Note: A yearly plan of activities should be flexible enough to provide for special items and circumstances that might arise.) Have secretary inform State Director and State DECA Advisor of the formation of the club. Have secretary request charter from State DECA Advisor.

11. Future Meeting: Follow through with planning calendar as nearly as possible. Plan to take an active part in the State Association.

12. Ask the State DECA Advisor or DECA National Headquarters for any service or assistance available. They are always willing to help.

REGIONAL DECA ORGANIZATION

Kentucky is divided into four DECA regions following the same regions as KADET. These regions also combine various vocational regions to make administration and coordination of distributive education activities much easier.

All participants in the State Leadership Conference must first display their capabilities in the Regional Conferences.

For additional information concerning the regional activities, consult the Information Kit for Regional and State Leadership Conferences.

CHAPTER XII

THE FOLLOW-UP STUDY

On the last page of this chapter is contained a sample of the Kentucky State Form VE-D.E.-5, which is to be submitted to the State Department in the fall of each year. The exact date will be included on a schedule of events to be published by the Division of Distributive Education. Data to be compiled and entered on this form, for the previous year graduates, may be secured in several different ways. Regardless of the manner employed by the coordinator, he should encourage the student throughout the entire program to be cooperative in "keeping in touch" and receptive and responsive to any inquiries on job status after graduation. Establishing the proper rapport will insure more complete and honest participation in the surveys proposed.

Study the self-explanatory state form included at the end of this chapter to determine the facts that must be secured from the graduate so that you may plan the type of survey you will use. The extensiveness of your survey will be determined by what you hope to evaluate or identify. Consideration of the following suggestions may help in planning, organizing, and administering a follow-up study. Keep in mind that the coordinator will submit not only the annual follow-up form pictured at the end of this chapter, but also a five-year study. A form for this is to be devised by the State Department of Education sometime in the future.

1. The purpose of a follow-up study

    1. Determine the occupational status of graduates

2. Determine the nature of the graduates' occupations

3. Determine the effectiveness of the coordinator's efforts

4. Determine the merit of school equipment and facilities

5. Determine the effect of work experiences

6. Determine effectiveness of total program

II. Planning the study

1. Establish the purpose of the study

2. Know the community

a. Customs and habits

b. Attitudes

c. Economy

3. Assistance with planning

a. Administrators

b. Counselors

c. Fellow teachers

d. Students

e. Community agencies

f. Members of community

4. Subjects to be surveyed

a. Male, female, or both

1. Attending college

2. Planning college

3. High school terminal

4. Any combination, or all

5. Maintain student records

a. Accurate

b. Up-to-date

c. Comprehensive

III. Organization and construction of the survey

1. Questions and statements should be meaningful

2. Maintain continuity

3. Maintain brevity

4. Maintain clarity

5. Devise questions and statements so that survey is easy to complete

6. Avoid being personal

7. Encourage participation in study

8. Make provisions for keeping address and other pertinent data current

IV. Administering the study

1. Form to be used

a. Post card fold with stamp and address on half to be returned

b. Letter, to include survey form and stamped self-addressed envelope

c. Phone call

d. Personal interview

2. Personnel to assist

a. Coordinator

b. Administrators

c. Counselors

d. Central office personnel

e. Clerical staff of school

f. Students

3. Frequency of collecting data

a. At least once a year for those students newly graduated

b. Every 12 to 24 months for those graduated 3 to 6 years

V. Uses of the follow-up study

1. For required State forms
2. Refine teaching methods
3. Refine course content
4. Refine physical facilities and equipment
5. To assist in promotion of program

VE - D... - 5

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

BUDGET BUREAU NO. 51-R0841
APPROVAL EXPIRES 3/31/71

STATE OUTLYING AREA

DATE PREPARED

FISCAL YEAR ENDING: June 30, 1970

REPORT DUE: November 1, 1970

FOLLOW-UP OF PROGRAM COMPLETIONS IN SECONDARY AND POSTSECONDARY VOCATIONAL EDUCATION PROGRAMS

☐ SECONDARY ☐ POSTSECONDARY

Read instructions on reverse before completing this form.

AREAS OF EMPLOYMENT	COMPLETIONS	STATUS UNKNOWN	NUMBER KNOWN TO BE NOT AVAILABLE FOR PLACEMENT	NUMBER KNOWN TO BE CONTINUING EDUCATION AT HIGHER LEVEL	NUMBER KNOWN TO HAVE BEEN AVAILABLE FOR PLACEMENT	NUMBER KNOWN TO HAVE BEEN EMPLOYED FULL-TIME IN FIELD TRAINED OR RELATED FIELD	NUMBER KNOWN TO BE UNEMPLOYED
1	2	3	4	5	6	7	8
1. CONSTRUCTION AND MAINTENANCE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
2. HEALTH	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
3. TRANSPORTATION	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
4. MANUFACTURING AND FABRICATION	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
5. SERVICE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
6. RECREATION AND HOSPITALITY	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
7. MARKETING							
8. AGRICULTURE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
9. OFFICE	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX
10. COMMUNICATIONS	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX	XXXXXXXXXX

SIGNATURE (Teacher)

OE FORM 3139, 6-70 REPLACES OE FORM 4045, 2/69, WHICH IS OBSOLETE

INSTRUCTIONS

This report is due November 1 and should show the status of respondents as of the work week ended nearest October 15 of the current calendar year. This form is concerned with a follow-up of students who completed a secondary or post-secondary program during the fiscal year just completed. Complete and submit a separate form for each level reported (if you have both secondary and post secondary programs.)

Line 7 is the line that will be used by distributive education. You will notice that all the other lines have been X'd to prevent reporting errors. Below is an explanation of each of the columns. READ CAREFULLY BEFORE ATTEMPTING TO PREPARE YOUR FOLLOW-UP REPORT.

Column 2 - Completions - This column indicates the number of students who successfully completed the required course of study in distribution and marketing, whether they graduated from school or not. This column has been inserted for you by the Division of Distributive Education from the records you submitted at the end of the school year. DO NOT CHANGE THIS FIGURE, unless you give an explanation for the change.

Column 3 - Status Unknown - Report any students who could not be located. This number should be very small, if you have developed and implemented a good follow-up system in your program.

Column 4 - Enter the total number of students known to be not available for placement i.e., the students who entered the Armed Forces; who continued their education at a higher level; and those not available due to death, illness, or by choice.

Column 5-Break out from Column 4, the total number of those students who are known to be continuing their education or training at a higher level.

Column 6 - Enter the total number of students known to have been available for placement.

Column 7 - Enter the total number of students known to have been employed full time in the field for which they were trained or a closely related field. Full-time employment means working the number of hours per week considered normal for that particular occupation.

Column 8 - Enter total number of students who are known to have been available for employment and were year unemployed on October 15 of the current year.

Check: Column 2 less Columns 3 and 4 must equal Column 6.

For additional information and assistance, contact your coordinators of reimbursed programs

Return this form to your reimbursed or direct coordinator by November 1, 1970.

CHAPTER XIII

REPORTS AND RECORDS

State Reports

Enrollment and Termination Files (VE-SS-1)

Distributive education maintains a data bank on all enrollees. Input for this data bank is received through enrollment and termination files on each student. Shortly after the beginning of the school term, you will receive sufficient copies from your reimbursed coordinator for your program. A sample of this report is included as Figure I.

Daily Schedule (VE-DE-2)

Your program is classified as a vocational unit under the Minimum Foundation Program. In order that proper certification can be made for your program to the Division of Finance, a Daily Schedule must be filed in the State Office by October 15. This Daily Schedule (VE-DE-2) is attached as Figure II.

Follow-up Report (VE-DE-5)

The need for conducting periodic follow-up of students in your program was stressed in Chapter XII.

The State Plan for Vocational Education states that an annual follow-up must be made of the students who graduate from your program. The proper form with instructions is given in Chapter XII.

Monthly Travel Report (VE-103)

The Monthly Report of Reimbursable Travel (VE-103) serves two purposes

a. Claim for reimbursement of approvable travel expenditures.

b. Daily report of teacher-coordinator activities.

It is extremely important that this document be brought up to date daily, whether approvable travel was made or not. See Figure III for a sample and instruction sheet.

Local Program Plan and Budgets

An annual program plan must be submitted each spring by each school conducting a distributive education program. This plan outlines your current status, short-range objectives, and long-range objectives. Based on this program plan a budget is prepared to implement the plans for the forthcoming school year. The format for use in submitting the program plan and budget is given as Figures IV and V.

LOCAL RECORDS

There will be many local records that the teacher-coordinator will find essential in conducting an effective distributive education program. The following records are basic to the operation of any distributive education program.

Application for Enrollment

All freshmen students who plan to enroll in D. E. I in the sophomore year should complete an Application for Enrollment. Teacher-coordinators should be very active in the guidance process. It is essential, therefore, that enrollment data be gathered at the end of the freshman year. Figure VI gives a sample Application for Enrollment.

Personal Resume

A resume of each student must be secured and kept up to date each year. Local situations will dictate the kinds of information you must secure on each student. The sample resume given in Figure V.1 has been used by many distributive education teachers.

Distributive Education Course of Study

Each student in distributive education who has made a career choice will be pursuing a course of study that will assist him in reaching his occupational objective. It is essential, therefore, that you maintain an outline of each student's course of study. The outline given in Figure VI.1 may be used for this purpose.

Daily Class Schedule

Many times it is necessary to locate students during the day. A class schedule should be secured each year from every student enrolled in distributive education. Figure IX may be used for this purpose.

Teacher-Coordinator's Weekly Plan

Some administrators do not understand the need for supervisory time. These misunderstandings generally arise because the teacher-coordinator failed to communicate with their supervisors on out-of-class activities. It is highly recommended that you present a weekly schedule of activities to your principal showing your planned visits to employers downtown, home visits, scheduled conferences with students, etc. You can rest assured that your principal will not be requesting you to serve as a substitute teacher, study hall director, etc. if he knows you have a compact, well-planned weekly plan of activities. Figure X is a recommended form to be used for this purpose.

SCHOOL NAME _____

INSTRUCTIONAL PROGRAM NAME _____

TEACHER'S NAME _____

KENTUCKY STATE DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
SUPPORTING SERVICES UNIT

STUDENT ENROLLMENT AND TERMINATION DATA FORM VE-SS-5

GENERAL INSTRUCTIONS FOR COMPLETING ENROLLMENT AND TERMINATION DATA FORM VE-SS-5

Purpose of Form - Form VE-SS-5 is designed to collect enrollment and termination data to be used in reporting to the U. S. Office of Education, to provide for the data and information needs of the Superintendent of Public Instruction, the Assistant Superintendent in charge of vocational education, the Kentucky State Board of Education, the Kentucky Vocational Education Advisory Council, and other state and local officials.

The student data system is designed to provide basic data and information that is related to the needs of Kentucky vocational education evaluation programs.

When Should Form be Completed - All students are required to provide enrollment data on form VE-SS-5, (1) the first time they enroll in an institution's vocational education program, (2) each time they re-enroll in an institution following an official termination. The form should be completed as part of the official enrollment procedure. Students enrolling in a vocational education program after the official school enrollment deadline should complete the form as soon as possible after enrolling.

What Disposition is Made of the Form - The completed enrollment forms should be checked for accuracy by the teacher and forwarded to the school administrator who then forwards it to the area vocational school superintendent or his designee. The area school will perform a pre-audit on all forms to be sure they are correct and forward the forms to the Bureau of Vocational Education in Frankfort by the 10th of each month. In performing this pre-audit function, the teacher and area school should give special attention to the following items:

1. Social Security Number - the form cannot be processed without social security number.
2. Zip Code
3. Instructional program code
4. Parent high school code where applicable
5. High school or vocational school code

It is extremely important that these forms be completely and accurately filled in as they become the basis for many reports.

Who Should Complete the Form - Secondary, post secondary, adult preparatory and adult supplementary students should complete pages 1 and 2. Page 3 of this form is reserved for termination data pertaining to adult supplementary students only, and should be completed by the teacher, principal or counselor after the adult supplementary course has been completed.

The data on the form will be converted to magnetic tape to provide a computer printout on each student. There will be a provision for updating the information and the termination of secondary, post secondary and adult preparatory students. These printouts will be forwarded to the schools monthly.

As an aid to the student and teacher in completing this questionnaire, there has been prepared an instruction booklet or taxonomy which contains the following:

1. Definitions
2. County and Region Codes - alphabetical
3. Regions by area school and extension centers - alphabetical
4. Area schools and extension centers - alphabetical
5. State abbreviations
6. Map of Kentucky showing 15 regions
7. Occupational Program Codes
8. Instructional Program (course) Codes
9. High school and vocational school codes by region, county, and school.

SECTION NO	REGION NAME
01	Paducah
02	Madisonville
03	Owensboro
06	Bowling Green
05	Louisville
06	Louisville
07	Covington
08	Covington
09	Ashland
10	Ashland
11	Paintsville
12	Hazard
13	Harlan
14	Somerset
15	Lexington

VOCATIONAL EDUCATION REGIONS

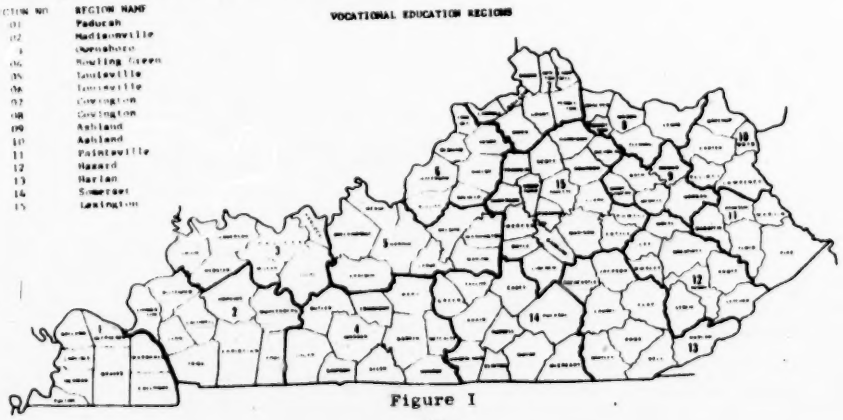


Figure I

STUDENT ENROLLMENT AND TERMINATION FORM (VE-SS-5) FOR

VOCATIONAL EDUCATION STUDENTS ENROLLED IN SECONDARY, POST-SECONDARY AND ADULT PROGRAMS

1 SOCIAL SECURITY NUMBER---Teachers should secure a supply of Social Security application forms (SS-5) from the local post office or nearest Social Security regional office. Instruction to students should be provided by the teacher before the students record the information requested on the application. From those Social Security numbers have been assigned, they should be printed on this form. This form (VE-SS-5) should not be forwarded until the Social Security number has been entered.

EXAMPLE: [1][2][3][-][4][5][-][6][7][8][9]

(CARD 1)

1 Social Security Number

2 STUDENT'S LAST NAME - Print, from left to right your last name. Print only one letter in each space.

EXAMPLE: [S][M][A][I][T][H][ ][ ][ ][ ][ ][ ]

17 Student's Last Name

3 STUDENT'S FIRST NAME AND MIDDLE INITIAL---Print, from left to right, your first name. Print your middle initial in the BLOCK ON THE EXTREME RIGHT

EXAMPLE: [S][A][M][U][E][L][ ][ ][ ][ ][ ][J]

35 Student's First Name and Middle Initial

4 STUDENT'S ADDRESS---Print, from left to right, your house number, leave a blank space, then your street name, leave blank space between words.

EXAMPLE: [1][0][5][ ][M][A][I][N][ ][S][T][.]

If a two word street name, leave a blank space between the words

EXAMPLE: [N][.][ ][M][A][I][N]

If address is Rural Route, or General Delivery, print the words (abbreviate if necessary), leaving a blank space between the words, and before the number

EXAMPLE: [R][.][ ][R][.][ ][1]

or

EXAMPLE: [R][O][U][T][E][ ][1]

or

EXAMPLE: [G][E][N][.][ ][D][E][L][.]

57 Student's Address

5 POST OFFICE---Print, from left to right, the name of your post office. (city or town)

EXAMPLE: [B][A][N][F][O][R][D]

77 Post Office

6 STATE---Print left to right, the abbreviation for your state. A list of state abbreviations can be found on page 4 of the instruction booklet

85 State

7 ZIP CODE---Fill in, from left to right, your code. The zip code must be filled in.

89 Zip Code

8 DATE OF BIRTH---Print, from left to right, in figures, the month and year of your birth. Prefix with zeroes if necessary

EXAMPLE: [0][5][5][4]

74 Mo. Yr.

9 SEX---Use the correct code below to indicate sex. DO NOT USE M FOR MALE OR F FOR FEMALE.

1-Male 2-Female

78 Sex

10 RACIAL ORIGIN---Use one of the codes listed below to indicate racial origin.

1-American Indian
2-Caucasian (white)
3-Negro (black)
4-Oriental
5-Other-Specify

79 Race

11 MARITAL STATUS---Use code below to indicate marital status

1-Single 2-Married 3-Married, Separated 4-Divorced 5-Widowed

81 Mar. Status

12 LEVEL OF THIS OCCUPATIONAL PROGRAM---Use the correct code to indicate the level of instruction of this occupational program.

(CARD 2)

1-Elementary
2-Secondary
3-Pre Post Secondary
4-Post Secondary
5-Adult Preparatory (part time study)
6-Adult Supplementary (part-time study)
7-Ungraded (enrollees are from many levels)

17 Level

13* NOTE: If student is enrolled in an adult program as indicated in item 12 above, omit item 13.

13* STUDENT'S EDUCATIONAL GOAL---Indicate the student's educational goal by entering the appropriate code from the list below. The student should select the educational goal that best identifies his immediate desire.

1-Complete 3 years in high school
2-Complete high school
3-Continue education in an on-the-job training program
4-Enter military service
5-Continue study in vocational-technical, trade or business school
6-Attend community college (2 year program)
7-Complete college for Bachelor's Degree
8-Study beyond Bachelor's Degree
9-Other

37 Goal

14 DATE ENROLLED IN THIS OCCUPATIONAL PROGRAM---Print in the space provided, the month and year the student enrolled in this occupational program. THIS DATE IS THE DATE HE ENROLLED IN THIS OCCUPATIONAL PROGRAM FOR THE FIRST TIME.

SPECIAL NOTE: The students enrolled in this occupational program before the date of submitting this information should record the date when enrolled in this occupational program for the FIRST TIME. This could be three or four years prior to the present date.

15 Mo. Yr. Date Enrolled

19. INSTRUCTIONAL PROGRAM---Select the code number, from the list below that specifies the occupational program in which the student is enrolled and record it in the space provided.

01-Agricultural Education	09-Home Economics Education
04-Business and Office Education	16-Technical Education
06-Distributive Education	17-Trade and Industrial Education
07-Health Occupations Education	97-Pre-Vocational
	98-Special Vocational Education

IM [ ] Occupational Pr.

18. LENGTH OF OCCUPATIONAL PROGRAM---The length of this occupational program in hours. The length of this occupational program should be converted from years, semesters, months, weeks or days to HOURS OF INSTRUCTION.

EXAMPLE: A four year occupational program, 170 days each year, 1 hour class period each day is 4 x 170 x 1 = 680 hours in length. This figure should indicate the total hours of instruction, including classroom, shop, and other instruction by the teacher. The length of an occupational program is the LENGTH OF HOURS in this specific school and does not refer to the length of a program that is continued from the high school through the extension center or area vocational school.

[ ] [ ] [ ] [ ] Program Length

17. NAME OF INSTRUCTIONAL PROGRAM (COURSE)---Print from left to right, the name of the instructional program (course) in which you are enrolling. The instructional program (course) may be selected from the back of the instruction booklet page 2. Leave blank space between words.

[ ] [ ] [ ] [ ]

16. MONTH ENROLLED IN THIS INSTRUCTIONAL PROGRAM (COURSE)---Print month and year the student enrolled in this instructional program (course).

EXAMPLE: [0][9][7][0]

[ ] [ ] [ ] [ ] Mo. & Yr. Entered

15. INSTRUCTIONAL PROGRAM (COURSE) CODE NUMBER---Select from page 2 of the instruction booklet, the code that indicates the name of this instructional program (course).

[ ] [ ] [ ] [ ] [ ] [ ] Instr. Prg. Course Code

20. NOTE: If student is enrolled in an adult program as indicated in item 12 above, omit item 20.

20. PRESENT GRADE LEVEL IN SCHOOL---Select from the list below, the appropriate code to indicate the student's PRESENT GRADE LEVEL IN SCHOOL.

1-Less than Grade 9	6-1st year post secondary
2-Grade 9	7-2nd year post secondary
3-Grade 10	A-Other-Specify
4-Grade 11	
5-Grade 12	

[ ] Present Grade

21. LAST GRADE COMPLETED---Select the appropriate code from the list below to indicate the student's last grade completed before enrolling in this occupational program.

00-Less than Grade 1	06-Grade 6	12-Grade 12
01-Grade 1	07-Grade 7	13-1st year college
02-Grade 2	08-Grade 8	14-2nd year college
03-Grade 3	09-Grade 9	15-3rd year college
04-Grade 4	10-Grade 10	16-4th year college
05-Grade 5	11-Grade 11	17-More than four years college

[ ] [ ] Last Grade

22. NOTE: If student is enrolled in an adult occupational program as indicated in item 12 above, omit item 22.

22. PARENT HIGH SCHOOL---Secondary students who are enrolled in an occupational program in an extension center or area school should provide in this space the parent high school code. Refer to pages 5-6-7 in the instructional booklet for the codes.

[ ] [ ] [ ] District [ ] [ ] [ ] Number

23. HIGH SCHOOL OR VOCATIONAL SCHOOL CODE---Select from pages 5-6-7 in the instruction booklet, the high school, extension center, or vocational school code number that identifies the school where this occupational program is being taught.

[ ] [ ] [ ] Sch. District [ ] [ ] [ ] Sch. Number

24. STUDENT'S RESIDENT COUNTY CODE NUMBER---Select the code from page 2 of the instruction booklet, which indicates the county in which the student lives. Residential students use home county.

[ ] [ ] [ ] County Code

25. TYPE COMMUNITY --Indicate with proper code, the type community where student lives.

1-Urban - Population over 50,000 - at least one central city
2-Suburban - Population 2,500 or more - Adjacent to central city
3-Other urban - Cities less than 50,000 and more than 2,500
4-Rural - less than 2,499 population

[ ] Type Community

THE INFORMATION IN ITEMS 26-40 SHOULD BE PROVIDED BY THE TEACHER, PRINCIPAL, COUNSELOR

26 SPECIAL PROGRAMS OR SPECIAL SERVICES---In some cases, it is necessary to further identify an occupational program with a special code. When this is necessary, select the code or codes that identify the special program or programs and/or special service or services that apply to this student and print the proper code or codes in the spaces provided. There are three spaces provided for answers in the event that more than one special program or special service apply to the student. Use an appropriate number of spaces to describe the situation.

If only one special program or special service is applicable, code the answer in space number 1 and leave spaces number 2 and 3 blank.

For further information or clarification, contact the business manager of the vocational school in your region.

01-Exemplary	10-Apprenticeship
02-Group Guidance (Pre-Vocational)	11-Consumer and Homemaking - F
03-Pre Post Secondary	12-NDTA
04-Remedial (Basic Education)	13-Veterans Education
05-Vocational Work Study (Part 2)	14-WIN
06-Handicapped, services rendered for	15-CEPS
07-Disadvantaged, services rendered for	16-Public Service Occupations
08-Cooperative (Part B)	17-Other (Specify)
09-Cooperative (Part G)	

EXAMPLE: A male student may be receiving services for disadvantaged person, enrolled in an occupational program which may use cooperative G funds, and he may receive remedial education.

1	2	3
07	09	06

Special Program or Service

51 ① Special

52 ② Special

53 ③ Special

27 HANDICAPPED, DISADVANTAGED, OR BOTH---Select a code from the list below to indicate whether the student is handicapped, disadvantaged, or both.

1-Disadvantaged 2-Handicapped 3-Both

54 Handi. Disadvantaged

28 CONDITIONS OF DISADVANTAGED STUDENT---If the student is identified as disadvantaged, select one code that best describes the disadvantaging condition of the student and enter the appropriate code.

1-Academic	6-Dropout Potential
2-Socio-Economic	7-Correctional Institute Parolee
3-Aged	8-Juvenile Delinquent
4-Correctional Institute Inmate	9-Migrants
5-Cultural or Linguistic Isolation	0-Other

55 Condition

29. MAJOR HANDICAP OF STUDENT---If the student is handicapped, select from the list below, the code that best describes the major handicap and enter this code.

1-Crippled	5-Seriously Emotionally Disturbed
2-Deaf	6-Speech Impaired
3-Hard of Hearing	7-Visually Handicapped
4-Mentally Retarded	8-Other Health Impaired

56 Major Handicap

30. TEACHER'S NAME---Print, from left to right, the teacher's last name and print the first initial in the BLOCK ON THE EXTREME RIGHT. If there is more than one teacher, provide only the name of the teacher who is responsible for keeping the records of the class.

57 TEACHER'S LAST NAME

CARD 3

TERMINATION DATA TO BE COMPLETED FOR ADULT STUDENTS ONLY

31. DATE TERMINATED INSTRUCTIONAL PROGRAM OR OCCUPATIONAL PROGRAM---Indicate in the space provided, the date that the student terminated the course or program in this institution (school).

17 Mo. Yr.

32 TYPE OF TERMINATION---Indicate with the appropriate code, the type of termination.

1-Dropped Instructional Program	4-Dropped Occupational Program
2-Completed Instructional Program	5-Completed Occupational Program
3-Early Completion of Instructional Program	6-Early Completion of Occupational Program

18 Type Termination

33 DEGREE OF ACCOMPLISHMENT---When the student terminates an instructional or occupational program, select the code that best indicates the degree of accomplishment.

1-Excellent 3-Average 5-Poor
2-Good 4-Fair

19 Degree of Accomplishment

34 DROPOUTS---For those students who do not satisfactorily complete the instructional program or occupational program, select from the list below, the condition that contributed most to the termination.

01-Poor Attendance	12-Insufficient Income
02-Lack Progress	13-Transportation Problems
03-Misconduct	14-Entered Armed Forces
04-Alcoholism	15-Couldn't Adjust to Program
05-Mentally Disturbed	16-Lost Interest
06-Moved From Area	17-Didn't Attend Remedial Class
07-Family Care Responsibilities	18-Disliked Instructor
08-Pregnancy	19-Disliked Counselor
09-Illness	20-Changed Educational Objectives
10-Class Schedule Interferes with Working Schedule	21-Employment in Job Related to Course
11-Other Competing Programs	22-Employment in Job not Related to Course
	23-Other

20 Dropouts

35. STUDENT'S AGGREGATE ATTENDANCE---Indicate the total number of instructional hours the student attended this occupational program or instructional program. Prefix with zeroes if necessary.

EXAMPLE: 0900

21 Aggregate Attendance

36. STUDENT'S EMPLOYER---Use the space provided to indicate the name of the student's employer. Use appropriate abbreviations within the space provided. Omit if not employed.

22 STUDENT'S EMPLOYER

37. EMPLOYER'S ADDRESS---Employer's street number and name or rural route number or P.O. box number. Leave blank space between number and name and between two word street name.

23 EMPLOYER'S NAME AND ADDRESS

38. POST OFFICE---Print the employer's city or town in the space provided.

24 EMPLOYER'S POST OFFICE

39. STATE---Print the employer's state in the space provided using the abbreviations listed on page 4 of the instruction manual.

40. ZIP CODE---Enter the employer's zip code in the space provided.

25 State

26 Zip Code

State Department of Education
Bureau of Vocational Education
Division of Distributive Education
Frankfort, Kentucky

VE-DE-2
Submit 1 copy
by October 15

DAILY SCHEDULE

DISTRIBUTIVE EDUCATION TEACHER

19___ - 19___

School District_____ School_____

Periods in School Day_____ City_____

Check the in-service teacher education program in which you are engaged:

☐ Nine-hour block ☐ Twenty-four-hour block

☐ Sixteen-hour block ☐ Program completed

College you last attended_____ Year_____ Degree Held_____

Hours above highest degree_____ Total years teaching_____
(not including current year)

Minimum foundation rank_____ Total years teaching D.E._____
(not including current year)

Periods	Begin (Time)	End (Time)	Courses	Grade Level(s) 10, 11, 12	Enrollment M	Enrollment F
1st						
2nd						
3rd						
4th						
5th						
6th						
7th						
8th						

This is to certify that the daily schedule listed above is a true statement of the subjects taught by _____ with time allotted to each.

Signed_____ Signed_____
Teacher Principal

Signed_____
Superintendent

NOTE: Fill in the schedule completely. Each period must be accounted for.

Please return this schedule by October 15 to the Regional Coordinator of Reimbursed Programs. This document serves as a basis for the allocation of a vocational unit to your program.

Figure II

Figure III

SAMPLE

VE-1.5
Rev. 6/1968

MONTHLY REPORT OF REIMBURSABLE TRAVEL
under
VOCATIONAL EDUCATION PROGRAMS

CHECK (APPROPRIATE BOX)
- [ ] AGRICULTURE
- [X] DISTRIBUTIVE
- [ ] BUSINESS AND OFFICE
- [ ] HEALTH
- [ ] HOME ECONOMICS
- [ ] TECHNICAL
- [ ] TRADE AND INDUSTRIAL
- [ ] OTHER (Specify)

For the Month of August, 19 70, School Danville High School

Name of Educational Agency Danville Independent

A. Days Spent in Approved State and District Conferences and Meetings

Date	Conference or Meeting	Meals: Breakfast	Meals: Lunch	Meals: Supper	Lodging	Miles	Charge per Mile	Parking	Total
8/1	Annual Voc. Conference		1.50	2.25	9.00	100	16.00	none	28.75
8/2	At Conference	1.00	1.25	2.00	9.00				13.25
8/2	" "	1.35	1.75	2.00	9.00				14.10
8/3	" "	.90	1.30	2.70	9.00				13.90
	Sub-totals (A)	3.25	5.80	8.95	36.00		16.00		70.00

B. Other Travel in Connection with Program (Supervision, Committee Meetings, Etc.)

Date	Person or Place Visited	Purpose of Trip or How Time Was Spent	Number: High School	Number: Adult	Number: Other	Miles	Charge per Mile	Parking	Total
8/7	Stewarts	Advisory Comm. Plan.	-	-	-	5	.40	10	50
8/7	Grand Hardware	" " "	-	-	-	3	.24	5	29
8/8	Counselling D.E. Students		5	-	-	-	-	-	-
8/9	" " "		5	-	-	-	-	-	-
8/10	" " "		5	-	-	-	-	-	-
11	" " "		5	-	-	-	-	-	-
14	Jake Wells	Home Visit	1	-	-	7	.56	-	56
8/14	Harry Olson	" "	1	-	-	10	.80	-	80
8/14	John Fulcrum	" "	1	-	-	6	.48	-	48
8/14	Bill Feldman	" "	1	-	-	5	.40	-	40
8/14	Robert Wells	" "	1	-	-	7	.56	-	56
8/15	District In-Service Meeting		-	-	-	-	-	-	-
8/16	District In-Service Meeting		-	-	-	-	-	-	-
8/17	McAlpins	Student Placement	-	-	-	10	.80	10	90
8/17	A & P	Student Placement	-	-	-	12	.96	25	121
8/17	Kroger	Student Placement	-	-	-	7	.56	10	66
8/18	Sam Whitaker	Home Visit	1	-	-	7	.56	+	56
8/18	Bill Sanders	" "	1	-	-	10	.80	-	80
8/18	Preparation for School Opening--Lesson Planning					-	-	-	-
8/21	Teacher Conference		-	-	-	-	-	-	-
8/22	J-B Food Market	Student Placement	1	-	-	10	.80	-	80
8/23	John Advertising Ser.	Student Placement	1	-	-	12	.96	-	96
8/23	Counselling D.E. Students		7	-	-	-	-	-	-
8/24	Adam's Fair	Student Placement	1	-	-	11	.88	-	88
8/27	Jill's Apparel	" "	1	-	-	4	.32	-	32
8/27	Preparation for Advisory Committee Meeting		-	-	-	-	-	-	-
8/28	Advisory Committee Meeting		-	-	-	-	-	-	-
8/29	Susan's Pharmacy	Interpretting of Program	-	-	-	7	.56	-	56
8/30	Bill's Advertising	Student Placement	1	-	-	9	.72	-	72
8/31	John Jacobs	Home Visit	1	-	-	5	.40	-	40
		Sub-totals (B)	42	0	0	147	11.76	60	1236

Grand Total (A&B) $82.36

Signed by: _____, Teacher

Approved by: _____, Principal

_____, Superintendent

_____, Regional Superintendent of Vocational Education

Prepare 4 copies:
1 - School Files
3 - Superintendent mails two copies to Regional Superintendent of Vocational Education

(For instructions, see reverse side.)

INSTRUCTIONS

1. Vocational funds for travel are limited to:

   A. Attending meetings called by the Assistant Superintendent of Vocational Education or his staff.
   B. Visiting prospective pupils.
   C. Supervising vocational students.
   D. Attending district conferences and committee meetings.
   E. Carrying out other activities necessary for developing and promoting the program.

2. Reimbursement for travel shall be limited to the patronage area of the school, to approved conferences, and to travel previously approved by superintendent in connection with the program. Reimbursement will not be made for travel to state and district KEA meetings and other educational meetings unless all the teachers in the school receive reimbursement for travel to these meetings.

3. Travel to state meetings and meetings called by the Assistant Superintendent or his staff shall include transportation, meals, room, toll, and parking charges. Travel shall be paid for actual expense but not to exceed the rate of 8¢ per mile, $10 per day for room, and $6 per day for meals.

4. Approved out-of-community travel may include mileage and the cost of meals not to exceed the rate listed in Item 3.

5. Other travel includes only mileage at the rate of 8¢ per mile or public conveyance charges.

6. All travel shall originate from the teacher's headquarters (school) and return to the headquarters.

7. A receipt must be attached to the reports being sent to the Regional Superintendent for all items of expense amounting to more than $2.

8. Accurate records should be kept daily of any travel which is to be reimbursed.

9. Four copies of the travel report should be made by the fifth of the month following the month being reported. One copy should be placed in the school file and three copies sent to your superintendent. Your superintendent will keep one copy for his files and send two copies with receipts, for items costing more than $2, to the Regional Superintendent of Vocational Education by the tenth of the month following the month being reported.

10. Travel to conferences shall be reimbursed only when the teacher attends the entire conference.

11. All out-of-State travel must have prior written approval of the Assistant Superintendent of Vocational Education.

NOTE: Teachers of agriculture and cooperative coordinators of other services are to use this form to account for each working day's activity outside the classroom. Teachers of agriculture are to use 75% of their total travel budget, except for special called meetings, for supervision of vocational students.

Appendix E
Part B-D, E.

DISTRIBUTIVE EDUCATION PROGRAM PLAN FOR FISCAL YEAR _____

1. Briefly state the need for a distributive education program in your school.

2. Program Objectives:

   a. Specific Objectives for 1970-71

   b. Specific Long-range Objectives (1972-75)

3. Projected Curricula

Areas of Instruction	Probable Enrollment			No. of Classes	Teacher
	Soph.	Jr.	Sr.		

4. Adult Programs

Classes	No. of Classes	Probable Enrollment	Probable Teacher
a.			
b.			
c.			

Figure IV

5. Facilities and Equipment

a. Do your facilities meet the minimum standards established by the State Board of Education? Yes_____ No_____. If "no," what plans are being made to bring these up to the standards?

b. Is your department equipped with the minimum equipment established by the State Board of Education? Yes_____ No_____. If "No," what plans are being made to bring the department up to date?

c. What amount per student does your local board of education provide for materials and supplies? $_____

6. Does your program include a DECA chapter? Yes_____ No_____. If "No," do you plan to implement a chapter? Yes_____ No_____.

7. What plans are being made to serve the disadvantaged students?

8. What plans are being made to serve the handicapped students?

INSTRUCTIONS FOR PREPARING BUDGETS
FOR VOCATIONAL EDUCATION

1. Prepare the Budget Request Form with the applicable backups for each vocational program on each budget form.

2. Prepare two copies of the budget forms; retain one copy in the school district and forward the original copy with the program application form to the reimbursed coordinator of vocational education.

3. For budget purposes, round all figures to the nearest dollar.

4. Budget Request

   a. Check only one block in the vocational program area. This is to indicate the source of funds to be used to support the vocational education program. If special program or cooperative money is to be used, but the program is entirely in one of the vocational program areas, please specify the program area in the Special Program or Cooperative block.

   b. In the Summary of Funds Requested, place the item of expense on the appropriate line and in the appropriate column. Summarize totals to the right side and at the bottom. Each entry on the Summary of Funds Requested must be identified on one of the five budget backup sheets.

   c. Leave Summary of Funds Approved blank. This will be completed by the Bureau.

5. Budget Backups

   a. No. 1 – Adult Programs. Use this form only for adult vocational programs. Check the appropriate vocational program area. Complete all blanks which apply to the particular adult vocational program.

   b. No. 2 – Personnel Salaries. Use this form to request personnel salaries in programs other than the adult programs. THIS SHOULD NOT INCLUDE SALARIES PAID BY THE FOUNDATION PROGRAM. Check the appropriate vocational program area. Supply the information requested on personnel. Under present policy, this budget backup should only be used for Part B special programs, Part D, and Part G.

   c. No. 3 – Travel – Check the appropriate vocational program area. Up to three teachers securing funds under the same program area may use this form. Put the totals per teacher at the bottom of the page and the totals of all teachers to the right side.

   d. No. 4 – Operating Expenses. Use this budget backup for requesting funds for operating expenses other than travel. Check the appropriate vocational program area. Under present operating policies, this budget backup should only be used for Part B special programs, Part D, and Part G.

   e. No. 5 – Capital Outlay. Use this form to request items of equipment to be used in vocational programs. Check the appropriate vocational program area. Leave the columns headed "Action" and "Amount Approved" blank for use by the Bureau.

   f. Use only those budget backups which are required to justify expenditures on the Budget Request Form. Attach the budget backup forms to the Budget Request.

Figure V

Budget Request (Revised 4/27/70)
Fiscal Year 19 ____

VEPIS CODE _____
DISTRICT CODE _____

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

BOARD OF EDUCATION _____

SCHOOL _____

REGION _____

Prepare 2 copies for each Vocational Program Area in each school

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B - REGULAR PROGRAMS

- ☐ Agriculture
- ☐ Business & Office
- ☐ Distributive Education
- ☐ Health Occupations
- ☐ Home Ec. (Gainful)
- ☐ Trades & Industry
- ☐ Other (Specify):

PART B - SPECIAL PROGRAMS

- ☐ Disadvantaged
- ☐ Handicapped
- ☐ Other (Specify):

PART D - EXEMPLARY

- ☐ Exemplary Voc. Program

PART F - CONSUMER & HOMEMAKING

- ☐ Home Ec. (Homemaking)

PART G - COOPERATIVE

- ☐ Cooperative Vocational Programs

SUMMARY OF FUNDS REQUESTED (Use Budget Backup's as needed)

TYPE OF EXPENDITURES	Secondary Costs	Adult Costs	Other	Total Costs	Reimbursement Requested	Approved
SALARIES:						
Full-Time Adult Teachers	XXXXXX		XXXXXX			
Part-Time Adult Teachers	XXXXXX		XXXXXX			
Other Personnel						
Sub-Total						
OPERATING COSTS:						
Travel						
Teaching Aids & Supplies						
Other Operating Costs						
Sub-Total						
CAPITAL OUTLAY:						
Equipment - Sub-Total						
TOTALS						

SUMMARY OF FUNDS APPROVED (LEAVE BLANK - TO BE USED BY BUREAU)

Program Level	Salaries (100)	Operating (300)	Capital (600)	Total Funds	Project No.
Secondary					
Adult					
Other					
Totals					

REQUESTED:

_____
Department Chairman or Teacher

_____
School Principal

_____
Superintendent

_____
Date

RECOMMENDED:

_____
Division Director

APPROVED:

_____
Assistant Superintendent for Vocational Education

_____
Date

Fiscal Period #1
Fiscal Year 19____

ADULT VOCATIONAL PROGRAM

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

Prepare 2 copies for each Vocational Program Area in each school

[illegible]: _____

[illegible]: _____

[illegible]: _____

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B – REGULAR PROGRAMS		PART B – SPECIAL PROGRAMS*	PART E – CONSUMER & HOMEMAKING
☐ Agriculture – Full Time	☐ Health Occupations	☐ Disadvantaged	☐ Home Ec. – Full Time Adult
☐ Agriculture – Young Farmer	☐ Home Ec. (Gainful)	☐ Handicapped	☐ Home Ec. – Homemaking
☐ Agriculture – Adult Farmer	☐ Trade & Industry	☐ Other (Specify):	PART G – COOPERATIVE
☐ Business & Office	☐ Other (Specify):	PART D – EXEMPLARY	☐ Cooperative Vocational Programs
☐ Distributive Education		☐ Exemplary Voc. Program	

* WHEN A PROGRAM IS CLASSIFIED AS A SPECIAL PROGRAM, INDICATE THE REGULAR VOCATIONAL AREA BY PLACING AN X IN ( ) FOR EACH AREA INVOLVED.

SALARIES

PROJECTED PROGRAMS			*TOTAL NUMBER OF HOURS PER PROGRAM	RATE PER HOUR OR RATE PER INSTRUCTIONAL PROGRAM	TOTAL COST
	COURSE TITLE	TEACHER'S NAME			
				Total Salaries for Part-Time Personnel	
[illegible] OF FULL-TIME ADULT TEACHER				YEARLY SALARY COST	
				Total Salaries for Full-Time Personnel	

OPERATING COSTS

Teaching Aids & Supplies	Total Operating Cost	

1. Transfer total to budget request form
2. All instructional programs for adults must be approved before instruction begins

*Use this column for agriculture programs

Form [illegible] Supp. #2 (Revised 4/27/70)
Check Year 19____

Personnel Salaries
(Other Than Adult Programs)

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

[illegible] OF EDUCATION _____

[illegible] _____

[illegible]ON _____

Only to be used for requesting claims under the Vocational Education Act of 1968. NOT FOR FOUNDATION UNITS. Prepare 2 copies for each Vocational Program Area in each school.

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B – REGULAR PROGRAMS

- ☐ Agriculture
- ☐ Business & Office
- ☐ Distributive Education
- ☐ Health Occupations
- ☐ Home Ec. (Gainful)
- ☐ Trades & Industry
- ☐ Other (Specify):

PART B – SPECIAL PROGRAMS

- ☐ Disadvantaged
- ☐ Handicapped
- ☐ Other (Specify):

PART D – EXEMPLARY

- ☐ Exemplary Vocational Program

PART I – CONSUMER & HOMEMAKING

- ☐ Home Ec. (Homemaking)

PART G – COOPERATIVE

- ☐ Cooperative Vocational Programs

PERSONNEL SALARIES (List personnel by categories such as: Administrative, Instructors, [illegible], Etc.)

NAME	TITLE	FULL TIME	PART TIME	SECONDARY	POSTSECONDARY	TOTAL SALARY

ubject Backup #5 (Revised 4/27/70) TRAVEL
r Fiscal Year 19 ____

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

OARD OF EDUCATION _____

HOOL _____

TION _____

Prepare 2 copies for each Vocational Program Area in each school

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B - REGULAR PROGRAMS		PART B - SPECIAL PROGRAMS	PART F - CONSUMER & HOMEMAKING
☐ Agriculture ☐ Business & Office ☐ Distributive Education ☐ Health Occupations	☐ Home Ec. (Gainful) ☐ Trades & Industry ☐ Other (Specify):	☐ Disadvantaged ☐ Handicapped ☐ Other (Specify):	☐ Home Ec. (Homemaking)
		PART D - EXEMPLARY ☐ Exemplary Vocational Program	PART G - COOPERATIVE ☐ Cooperative Vocational Programs

ANTICIPATED TRAVEL — ESTIMATED COST

Teachers' Last Names:				TOTAL
1. Supervision (approximate number of pupils to be visited and number of visits to each pupil)				
2. Other travel needed in connection with program (Describe briefly what this will include)				
3. State and other meetings called by Assistant Superintendent of Vocational Education or his staff (Indicate meetings)				
4. District meetings and conferences (number and kind)				
TOTALS				

Dist Backup #4 (Revised 4/27/70)
Fiscal Year 19 ____

OPERATING EXPENSES
(Other than travel)

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

Prepare 2 copies for each Vocational Program Area in each school

AID OF EDUCATION _____

LOCAL _____

SCHOOL _____

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B – REGULAR PROGRAMS		PART B – SPECIAL PROGRAMS	PART F – CONSUMER & HOMEMAKING
☐ Agriculture ☐ Business & Office ☐ Distributive Education ☐ Health Occupations	☐ Home Ec. (Gainful) ☐ Trades & Industry ☐ Other (Specify):	☐ Disadvantaged ☐ Handicapped ☐ Other (Specify):	☐ Home Ec. (Homemaking)
		PART D – EXEMPLARY ☐ Exemplary Vocational Program	PART G – COOPERATIVE ☐ Cooperative Vocational Programs

OPERATING EXPENSES

QUANTITY	ITEM	DESCRIPTION	TOTAL COST	APPROVED
		TOTAL		

Budget Backup #5 (Revised 9/27/70) CAPITAL OUTLAY
For Fiscal Year 19 ____

KENTUCKY DEPARTMENT OF EDUCATION
BUREAU OF VOCATIONAL EDUCATION
Frankfort, Kentucky

DISTRICT EDUCATION _____

SCHOOL _____

REGION _____

Prepare 2 copies for each Vocational Program Area in each School

CHECK APPROPRIATE VOCATIONAL PROGRAM AREA (check only one item)

PART B - REGULAR PROGRAMS		PART B – SPECIAL PROGRAMS	PART F – CONSUMER & HOMEMAKING
☐ Agriculture ☐ Business & Office ☐ Distributive Education ☐ Health Occupations	☐ Home Ec. (Gainful) ☐ Trades & Industry ☐ Other (Specify):	☐ Disadvantaged ☐ Handicapped Other (Specify):	☐ Home Ec. (Homemaking)
		PART D – EXEMPLARY ☐ Exemplary Vocational Program	PART G – COOPERATIVE ☐ Cooperative Vocational Programs

1. Purchases of equipment with federal funds will be made in line with the policies of the Bureau of Vocational Education.
2. List items in order of priority. Each item will be (1) approved, (2) deferred, or (3) disapproved. Those items deferred may be purchased when additional funds become available.

QUANTITY	ITEM	DESCRIPTION	UNIT COST	TOTAL COST	ACTION 1	2	3	AMOUNT APPROVED (Leave Blank)

Totals: _____ _____

Home Room _____

APPLICATION FOR ENROLLMENT

DISTRIBUTIVE EDUCATION

NAME _____ AGE _____ SEX _____
(Last Name) (First Name) (Middle Name)

ADDRESS _____ TELEPHONE NO. _____
(Street & Number) (City) (State) Zip Code)

DATE OF BIRTH _____ SOCIAL SECURITY NUMBER _____

NAME OF HIGH SCHOOL _____ YEAR _____

PHYSICAL DISABILITIES _____

HAVE YOU EVER BEEN ENROLLED IN A D.E. CLASS? _____

WHERE? _____

NAME OF PARENT OR GUARDIAN _____

ADDRESS _____ TELEPHONE NO. _____
(Street & Number) (City) (State) (Zip Code)

NAME OF HIGH SCHOOL COUNSELOR _____

APPLICANT'S SIGNATURE _____ DATE _____

PARENT'S SIGNATURE _____ DATE _____

Figure VI

PERSONAL RESUME

NAME _____ SOCIAL SECURITY NUMBER _____

AGE _____ HEIGHT _____

WEIGHT _____ RACE _____

DO YOU OWN AN AUTOMOBILE? _____ ARE YOU A LICENSES DRIVER? _____

NUMBER OF HIGH SCHOOL UNITS COMPLETED _____

DO YOU PLAN TO ATTEND COLLEGE? _____

ARE YOU INTERESTED IN RETAIL WORK? _____ AT WHAT LEVEL? _____

WOULD YOU BE WILLING TO WORK OUTSIDE YOUR HOME COMMUNITY? _____

HOW DID YOU BECOME INTERESTED IN DISTRIBUTIVE EDUCATION? _____

_____

_____

WHAT ARE YOUR PARENT'S ATTITUDES TOWARD DISTRIBUTIVE EDUCATION? _____

_____

_____

WHAT WORK EXPERIENCES HAVE YOU HAD? _____

_____

_____

REFERENCES:

Name	Occupation	Address	Phone

Figure VII

DISTRIBUTIVE EDUCATION COURSE OF STUDY

INSTRUCTOR _____ YEAR _____

SUBJECT, AREA, OR UNIT

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Figure VIII

DAILY CLASS SCHEDULE

Period	Class	Room	Instructor

Figure IX

WORK PLAN AND REPORT OF ACTIVITIES FOR DISTRIBUTIVE EDUCATION TEACHER

REPORT OF ACTIVITIES FOR WEEK ENDING _____

ITINERARY AND WORK PLAN FOR WEEK ENDING _____

Figure X

CHAPTER XIV

EVALUATION AND ACCREDITATION

Evaluation represents the best judgment after all evidence has been considered and should be done first by members of the school staff. Evaluative criteria, using the product rather than the process approach, is now being developed for all vocational education programs. After field testing in one vocational region this evaluation model will be implemented statewide.

Accreditation generally utilizes the process approach to evaluation. The State Board of Education, through the State Department of Education, accredits all secondary schools on an annual basis through reports and supervisory visits. All secondary schools are accredited every five years based on a comprehensive team visit by the State Department of Education. Prior to this team visit, a self-evaluation instrument is mailed to the Distributive Education Department. The staff in the local Distributive Education Department completes this self-evaluation and makes it available to the team member(s) assigned to make an evaluation study.

A copy of this self-evaluation instrument follows.

:669

SELF-STUDY EVALUATION FOR DISTRIBUTIVE EDUCATION DEPARTMENT

District _____ Principal _____

School _____ Date _____

I. STAFF

Department Chairman _____

No. of teachers in department: _____ Full-time _____ Part-time

No. holding degrees: MA or Above _____ Bachelor Degree ____ No Degree _____

No. holding certificates: Standard _____ Provisional _____ Commitments _____

No. of teachers assigned in: Major _____ Minor _____ Out of Field _____

No. of teachers with teaching experience of: 0 _____ 1 yr. ____ 2 yrs. __ __

3 yrs. _____ 4 yrs. or more ____

No. of classes size: 31-35 _____ 36 or more _____

No. of teachers teaching more than 675 pupil hours per week _____

II. ORGANIZATION

COURSE OFFERINGS AND SUPPLEMENTARY DATA.

Title of Course	Grade	Enrollment	Number of Sections	Check if Required for Graduation	Units of Credit

DISTRIBUTIVE EDUCATION

I. PHILOSOPHY AND OBJECTIVES

A. Philosophy

1. Attach a copy of the philosophy of the local school.

2. Attach a copy of the philosophy of the local distributive education department.

3. Is the philosophy of the school in accordance with the philosophy of the distributive education department? Yes ____ No ____

4. Indicate areas of agreement and/or disagreement. _____

5. Explain briefly the differences between the philosophy of the school, distributive education department, and that of the philosophy of the State Department of Education. _____

6. Describe the extent of involvement of business community and parents with the distributive education program. _____

7. Describe the image that is projected to parents and the business community. _____

B. Objectives

1. In view of your stated philosophy, list the major objectives of your distributive education program. _____

II. ORGANIZATION AND ADMINISTRATION

A. General Factors

1. Distributive education is for all students who want, need, and can profit from the instruction. What percentage of the total school

	Strong	Adequate	Weak	Non-Applicable
population is being served in the distributive education program? (Strong = 30%; Adequate = 15-30%; Weak = Less than 15%)				
2. Terminal behavioral objectives of the distributive education program are developed cooperatively by school officials, vocational educators, employers, advisory committee, and other interested groups.				
3. The distributive education program is evaluated annually in light of the stated objectives.				
4. Distributive education program is adjusted constantly to meet the current needs of distributive businesses by a community survey.				
5. The distributive education program offers training opportunities in many diversified areas of distribution to students who need and can profit from such training.				

Comments and Recommendations: _____

_____

_____

6. The teacher-coordinator is responsible for supervising on-the-job training experiences, and distributive education club activities. Yes ____ No ____

7. All senior members of the distributive education class are lawfully employed in a distributive occupation or engaged in a simulated program. Yes ____ No ____

8. Enrollment in the cooperative distributive education class is limited, in order to provide adequate time for individual instruction and supervision. Yes ____ No ____

9. All students while employed in training stations receive stipulated salaries comparable to salaries paid other beginning employees performing similar duties. Yes ____ No ____

10. The distributive education teacher-coordinator teaches only distributive education classes in the school. Yes ____ No ____ (If this is not the case, explain.) List duties of teacher-coordinator not related to distributive education: _____

_____

_____

11. Each student has secured a work permit and a social security card for the current year. Yes ____ No ____

B. Advisory Committees

1. The administration--principal, superintendent, and teacher--has appointed a special advisory committee for distributive education. Yes ____ No ____

2. The advisory committee is composed of individuals representing employers, workers, educators, parents, and other interested groups. Yes ____ No ____

3. The duties of the advisory committee are confined to counseling and advising the coordinator. Yes ____ No ____

4. To what extent is the advisory committee used? Comments: _____

C. Community Surveys

	Strong	Adequate	Weak	Non-Applicable
1. Types of specific training to be offered are determined by surveys of distributive businesses, the following factors being considered: Total number employed in distributive businesses, number employed in specific distributive businesses, and annual need for new workers in specific distributive businesses.				
2. To what extent are the present offerings in distributive education representative of student and community needs?				
3. To what extent do training and experiences offer parallel present conditions and procedures existing in distribution in the community?				
4. To what extent do the offerings provide for the development of an understanding and appreciation of employment and good workmanship in your community?				
5. To what extent does each student receive related job training based on the survey findings?				

D. Records and Reports

1. The coordinator makes a filing with the principal of a proposed itinerary of coordination visits, to keep him informed. Yes ____ No ____

2. The coordinator maintains a record of daily coordination and other distributive education activities. Yes ____ No ____

3. Permanent records of each student are kept by the coordinator. These records include grades, job performance, and other pertinent information

which will provide a sound basis for answering letters of inquiry and reference, and provide records for future coordinators who will be responsible for the program. Yes ____ No ____

4. The coordinator has a training plan for each student, indicating the beginning jobs on which training is required and future training which will be given each student, so that employer, student, and coordinator are aware of achievements and progress to be made. Yes ____ No ____
(If no, explain.) _____
_____
_____

5. The coordinator and employer work cooperatively in the development of the training plan. Yes ____ No ____

6. A training agreement has been signed by student, parent, employer, and coordinator. Yes ____ No ____

7. The coordinator follows a planned program of work and course of study developed at the beginning of each school year. Yes ____ No ____

8. The follow-up of graduates of program is indicated in the student' department record. Yes ____ No ____

E. School and Community Relations

	Strong	Adequate	Weak	Non-Applicable
1. To what extent is an organized and functioning program of public information maintained to keep potential employers and the general public informed of the services available through the program?				
2. To what degree have the media listed below been used to impart information on the purposes of, and services rendered by, the distributive education program?				

Check Items Used By Your Department

___ Radio
___ News releases
___ Leaflets or booklets explaining and describing distributive education
___ Television
___ Contests
___ Movies and slides
___ Open house and other social activities at the school
___ Exhibits and displays
___ Talks to community groups

3. How do business people in the community cooperate and show an interest in, and a desire to assist the distributive education program? Comments:
_____
_____
_____

4. How do the teachers in the school cooperate with the distributive education coordinator? Comments: _____

5. How do you inform the guidance counselors about the place of distributive education in the total school program? _____

6. How well are the activities of the distributive education program publicized in your school? Comments: _____

F. Instructional Personnel

1. Do you participate in activities that provide in-service training? (e.g., state and district teachers meetings, other educational meetings) Yes ____ No ____ List in-service meetings attended during the current year: _____

2. Are you a member of professional organizations? (e.g., AVA-KVA; KADET-NADET; NEA-KEA) Yes ____ No ____ List organizations to which you belong: _____

3. Are you an active participant in school and community affairs? Yes ____ No ____ List activities in which you participate: _____

4. Do you have an understanding of present laws and regulations pertaining to distributive education? Yes ____ No ____

5. Do you maintain acquaintance with current developments in distributive education on the vocational level? Yes ____ No ____

6. Have you had courses in teaching methods as well as the organization of distributive education instructional materials? Yes ____ No ____

7. Do you believe in the value of renewing your occupational experience and take advantage of every opportunity to add to your occupational knowledge by returning to work in some distributive occupation? Yes ____ No ____

8. Staff members are knowledgeable in distribution and are able to convey this knowledge to the students.

Strong	Adequate	Weak	Non-Applicable

	Strong	Adequate	Weak	Non-Applic
9. Staff members are familiar with the history, purpose, and objectives of distributive education.				
10. Staff members assist the librarian in selecting materials in distributive education.				

III. FACILITIES AND EQUIPMENT

A. Facilities

1. The space provided for the distributive education program meets the the minimum regulations set forth by the Division of Distributive Education.

a. Room 30' x 40'	Yes ____	No ____
b. 100' candles of light	Yes ____	No ____
c. Storage space	Yes ____	No ____
d. Electrical outlets appropriate to room equipment	Yes ____	No ____
e. Coordinator's office	Yes ____	No ____

Comments on Strengths and/or Weaknesses: _____

B. Equipment

1. The following equipment is part of the classroom inventory:

Check Items You Have

a. Coordinator's Office:

Office Desk and Chair _____
Telephone _____
Bookcase or Shelving _____
Typewriter _____
Filing Cabinet(s) _____
Wastebasket _____
Extra Chair(s) _____

b. Classroom:

Bulletin board _____
Display case _____
Storage lockers _____
Wall shelves _____
Sign press and supplies _____
Paper punch _____
Assorted sign holders _____
Staples _____
T-square _____
Tin snip _____
Paint brushes _____
Scissors (at least 5 prs.) _____
Full-length mirror _____
Chalk board _____
Display window _____
Price ticket marker _____
Spirit duplicator _____
Paper cutter _____
Charge plate machine _____
Staplers (hand and gun) _____
Hammer _____
Saw _____
Screwdriver _____
Pens (assorted felt tips) _____
Pencil sharpener _____
Wash basin _____

Individual tables with chairs _____
Wastebaskets _____
Wrapping counter _____
Cash register stand _____
Peg boards and equipment _____
Mannequins and feature platform ___
Clock _____
Typewriter _____

Equipment tables _____
Counter displays _____
Shadow boxes _____
Magazine rack _____
Storage cabinets _____
Extension cords _____
Cash register _____
Adding machine _____

Comments on Strengths and/or Weaknesses: _____

2. The following audio and/or visual equipment is provided or available for instructional purposes:

Check Those Available

Opaque projector _____
16 mm. projector with sound _____
Slide projector with sound _____
Overhead projector _____
Dark blinds for the windows _____

Screen _____
Projector stand _____
Tape recorder _____
Flannelboard _____
Record player _____

Comments on Strengths and/or Weaknesses: _____

3. The following supplies are available:

Check Those Available

Tape _____
Price tickets _____
Business forms _____
Ribbon _____

Show card paper _____
Sales checks _____
Wrapping paper _____
Stationery and related supplies _____
Record folders _____

Comments on Strengths and/or Weaknesses: _____

IV. INSTRUCTIONAL PROGRAM

A. Coordination of Cooperative Students

	Strong	Adequate	Weak	Non-Applicable
1. Coordinator plans home visitation prior to placement of student.				
2. The coordinator utilizes each week a written plan for supervision activities.				
3. Provision is made for coordinating instructional activities with the student's developed training plans.				

	Strong	Adequate	Weak	Non-Applicable
4. Provision is made for individual in-depth study by student of occupational information in his chosen career objective.				

Comments: _____

_____

_____

B. Cooperative Training Station

1. Instruction in teaching methods for cooperating employers and sponsors is made available by the coordinator.				
2. Students are placed in training stations in accordance with their career objectives.				
3. The teacher and the training sponsor record periodic evaluations of the student's ability to apply what he has learned.				
4. Training sponsors provide guidance and on-the-job training which result in students being capable of performing the work for which they are being trained.				
5. The coordinator conducts a planned visit to the student's training station a minimum of once a month.				

Comments: _____

_____

_____

C. Evaluation

1. Adequate records of student progress are kept up to date and used in development of instructional activities.				
2. The coordinator periodically evaluates the classroom instruction.				

Comments: _____

_____

_____

D. Follow-up and Placement

1. Follow-up of graduates in distributive education reveal that a large majority pursue the career objective as outlined by the student.				

	Strong	Adequate	Weak	Not Applicable
2. Provision is made for program adjustment when indicated by follow-up statistics.				
3. The coordinator maintains follow-up of graduates for a five-year period.				
4. The coordinator guides the placement of students in relation to the student's career objectives.				

Comments: _____

_____

_____

E. DECA

1. The youth organization is an integral part of classroom instruction.				

Comments: _____

_____

_____

F. Instructional Materials and Library

1. Students and faculty use library facilities for distributive education.				
2. Instructional materials include professional periodicals from the various specific areas of distribution.				
3. An organized reference file of instructional materials is utilized by students in the classroom.				
4. Use of instructional materials includes recognized texts, teaching units, reference materials (both texts and workbooks), and resource persons.				

Comments: _____

_____

_____

G. Adult Education

1. Provision for actively promoting and conducting adult distributive education programs is part of the organizational structure.				
2. Instruction in adult programs contributes to the community needs and objectives of the local school system.				

Comments: _____

H. Disadvantaged and Handicapped

	Strong	Adequate	Weak	Non-Applicable
1. Provision has been made to meet the instructioaal needs of the disadvantaged and handicapped student.				

Explain how this is done: _____

V. LONG-RANGE PLANNING

A. Planning

1. How is the distributive education teacher(s) involved in developing and revising local plans for vocational education? _____

B. Long-Range Planning (5 yrs.)

1. In the revision of the Local Plan for Vocational Education, what exemplary and pilot programs have evolved? _____

C. Budget

1. Relative to your budgets, explain the progressiveness of the distributive education program, such as to the vocational units and teacher requirements needed. _____

D. Research

1. What future research is planned to keep your distributive education program up to date with respect to economic developments in the community? _____

2. What provision does your school make for vocational education research? _____

CHAPTER XV

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"What Does Advertising Do?" (35 mm. filmstrip, 64 frames, 13 min., color, record--12", 33 1/3 rpm.) Audio-Visual Center, Evening and Extension Division, City College School of Business, 17 Lexington Avenue, New York, New York, 10010.

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"How to Keep Customers Buying in a Self-Service Store." (Filmstrip National Cash Register Company, Dayton, Ohio, or see your local distributor Free-loan

"The Ten Commandments of Mass Retailing." (Filmstrip) National Cash Register Company, Dayton, Ohio, or see your local distributor. Free-loan

A GENERAL SOURCE AND AVAILABILITY INDEX FOR FILMS AND FILMSTRIPS

Association Films
561 Hillgrove Avenue
LaGrange, Illinois 60525

American Standard
Plumbint & Heating
Sales Training Unit
40 West 40th Street
New York NY 10018

American Telephone &
Telegraph Company
Film Display Division
195 Broadway
New York, NY 10018

Audio-Visual Extension
The City College
17 Lexington Avenue
New York NY 10010

Bigelow Carpet Co.
140 Madison Avenue
New York, NY 10016

Business Education Films
4607 16th Avenue
Brooklyn, NY 11204

duPont deNemours
Motion Picture Section
Wilminton, Delaware ---98

Encyclopedia Britannica Films, Inc
101 Marietta Street
Atlanta, GA 30303

Fish & Wildlife Service
U.S. Department of Interior
College Park, Maryland 20740

General Motors Corporation
Film Library
Detroit, Michigan 2

Goodyear Tire & Rubber Co
Audio-Visual Department
Akron, Ohio

Hadden Films, Inc.
422 West Liberty Street
Louisville, KY 40203

Bates Film Library
267 West 25th Street
New York, NY 10007

Bates Manufacturing Co.
30 Vesey Street
New York, NY 10007

California Commercial Films
141 El Camino Drive
Beverly Hills, California 90210

D. T. Davis Company
366 Waller Avenue
Lexington, KY 40503

Continental Productions
339 Vine Street
Chattanooga Tennessee 37403

Darfnell Corporation
4660 Ravenswood Avenue
Chicago Illinois 60640

Ideal Pictures Corporation
625 E. Southwater Street
Chicago, Illinois 60605

Ideal Toy Corporation
200 Fifth Avenue
New York, NY 10010

Jewell Food Stores
Chicago, Illinois 60609

Jones and Lamson Machine Co.
Springfield, Vermont 05156

Jam Handy Organization
Detroit, Michigan 48211

Johnson and Johnson
Promotion Department
New Brunswick, NJ 08901

Kendall Refining Co.
Attn: Mr. Jack Eastman
Bradford, PA 16701

Kroger Company
Promotion Department
7th Street
Cincinnati, Ohio 45202

Leather Industries of America, Inc.
411 Fifth Avenue
New York, NY 10016

Huntington Laboratories, Inc.
Huntington, Indiana 46750

Hollywood Pictures
106 S. Church Street
Charlotte, North Carolina 28202

Hammermill Paper Company
Advertising Department
1557 East Lake Road
Erie, PA 16511

Hyyck & Sons, F.C.
Kenwood Mills
Rensselaer, NY 12144

Insulation Board Institute
111 West Washington Avenue
Chicago, Illinois 60602

International Films Bureau
57 East Jackson Blvd.
Chicago, Illinois 60604

Mirror Manufacturers Association
2217 Tribune Tower
435 North Michigan Avenue
Chicago, Illinois 60605

Modern Talking Picture Service, Inc
9 Garfield Place
Cincinnati, Ohio 45202

Movies U.S.A.
729 Seventh Avenue
New York, NY 10019

National Association of Retail Grocers
360 North Michigan Avenue
Chicago, Illinois 60601

National Bank & Trust Company
231 South LaSalle Street
Chicago, Illinois 60690

National Canners Association
Information Division
133 Twentieth Street, NW
Washington, D.C. 20006

National Cash Register Co.
Dayton, Ohio or see your local dealer

Lily-Tulip Cup Corporation
Sales Training Department
122 East 42d Street
New York, NY 10017

Louisville Free Public Library
301 York Street
Louisville, KY 40203

McGraw-Hill Book Company
Text Film Department
330 West 42d Street
New York, NY 10036

Owens-Illinois Glass Co.
P.O. Box 1035
Toledo Ohio 43601

Paraffined Carton
Research Council
111 Washington Street 60602
Chicago, Illinois

Robert Reis & Co.
Advertising Department
Empire State Building
New York, NY 10001

Remington Arms Co., Inc.
Barnum Avenue
Bridgeport, Connecticut 06008

Roson Corporation
Training Division
Woodbridge, NJ 07095

Sterling Movies USA, Inc.
100 East Monroe Street
Chicago, Illinois 60603

Universal Bookbinding, Inc.
800 Black Avenue B
San Antonio, Texas ----6

Nash-Kelvinator Corporation
Kelvinator Division
Film Section
14250 Plymouth Road 48227
Detroit, Michigan

National Restaurant Association
8 South Michigan Avenue
Chicago, Illinois 60603

National Retail Hardware Association
964 North Pennsylvania Avenue
Indianapolis, Indiana 46204

O'Brian Corporation
Att: Promotion Manager
2001 West Washington
South Bend, Indiana 46628

United World Films
1445 Park Avenue
New York, NY 10016

Western Electric Corporation
Film Section
Box 868, Gateway 3
Pittsburgh, PA 15230

Wood Conversion Company
J. B. Egan, Director of Sales
W-1800
First National Bank Building 55101
St. Paul, Minnesota

Warner & Patterson Company
920 South Michigan Avenue
Chicago, Illinois 60605

Remington Rand, Inc.
315 Fourth Avenue
New York, NY 10010

Shell Oil Company
Film Library
624 South Michigan Avenue
Chicago, Illinois 60605

Department of Audio-Visual Services
University of Kentucky
Lexington, KY 40506

Merchandise Film Productions
192 Lexington Avenue
New York, NY 10016

MULTI-COLORED TRANSPARENCIES AND COLOR STRIPS
EXCLUSIVELY FOR DISTRIBUTIVE EDUCATION TRAINING

SOURCE: Colonial Films, Inc., 752 Spring Street, N. W., Atlanta, Georgia, 30308.

Distributive Education

Series	Title	Cost
I	"Good Grooming" (19 transparencies)	$60
II	"Orientation to Distributive Education" (17 trans.)	$50
III	"Job Application and Job Interview" (14 transparencies)	$40
IV	"Basic Salesmanship" (21 transparencies)	$65
V	"The Distributive Education Clubs of America" (11 trans.)	$25

(Note: The complete set of five series--$240.00--is available for a 10-day review.) (Additional series in the Colonial Films D. E. Program will cover Basic Principles of Design, Basic Principles of Color, Display and Advertising.)

Series I is designed to make students conscious of the role good grooming plays in daily life and presents basic good grooming rules that apply particularly to students about to enter the working world. Series II outlines the basic Distributive Education program and is designed to introduce D. E. to high school students, post secondary students, civic organizations, parents, teachers, and interested groups. Series III explores the various phases in applying for a job and participating in a job interview, and illustrates forms that must be filled out before seeking employment. Series IV defines selling, points out the basic channels of distribution and reasons people buy, and explores the major steps in a sale. Series V outlines the activities, benefits, and program of DECA--the national organization designed specifically for

students enrolled in Distributive Education. Most of the information in this series comes from the National DECA Handbook and the material covers the DECA program at national, state, and local levels.

Color Filmstrips of Parliamentary Procedure

PP - 1 - "Importance and Fundamentals" (55 Frames)	$6.00
PP - 2 - "Main, Subsidiary, and Incidental Motions" (54 Frames)	$6.00
PP - 3 - "Privileged and Unclassified Motions and Miscellaneous Information" (50 Frames)	$6.00

COLOR SOUND FILM FOR PUBLIC RELATIONS
AND/OR INTRODUCTION TO THE STUDY OF DISTRIBUTIVE EDUCATION

"Distributive Education . . . Tells It Like It Is." (28 min.)

Public Relations Department, Sears, Roebuck and Company, 7401 Skokie Boulevard, Skokie, Illinois, 60076. Free-loan.

Appendix B

Teaching Aids - An Example

THE SIGNPRESS

These instructions for the use of the SIGNPRESS have been broken down into five lessons. The first four lessons can be covered in one hour each but the time required for the last lesson will depend upon the number of students and how much time can be alloted o each student or each group of studencs for individual practice on the SIGNPRESS.

CONCLUSION:

1. Machine-made signs are easily duplicated.
   Not as time consuming as hand painted signs.
   Many signs can be made about as fast as one after set-up.
   Machine-made signs are far less expensive.

2. Signs are needed in the school cafeteria and bookstore to advertise ball games, dances, glee club activities, bake sales, fall festivals and other school functions.
   They may be used with window displays and interior displays, or to display class slogans, etc.

3. Through the study and use of the signpress, skills are obtained in type-setting, sign layout, sign composition, balance and inking and printing.

BUT MOST OF ALL

4. You will be learning a marketable skill because all stores and many other businesses use signs to announce and advertise new products, price goods for sale and store announcements.

APPLICATION

1. Have different students report on the following from outside reading:

   a. History of printing.

   b. Methods of sign painting.

   c. Types of signs needed today.

   d. Choosing proper words for signs.

LESSON PLAN

SUBJECT OR UNIT: The Sign Press

OBJECTIVE: To become proficient in the use of the Signpress

INTRODUCTION

Early man made public annoucements in clay or sand or even dust through the use of crude pictures made with the finger or a stick. Later he began drawing pictures on stone or wood through the use of charcoal. Even later crude pictures were etched in stone.

Today we make announcements through use of hand-painted signs, stencils, letter presses, off-set presses or flat-bed presses such as the SIGNPRESS.

Things to be brought out by the student

1. Why would we make signs on the signpress in preference to hand-made signs?
2. Why are signs made?
3. What can we learn by making signs?
4. Can we use the knowledge obtained in making signs outside the classroom?

PROBLEM

Why study the Signpress

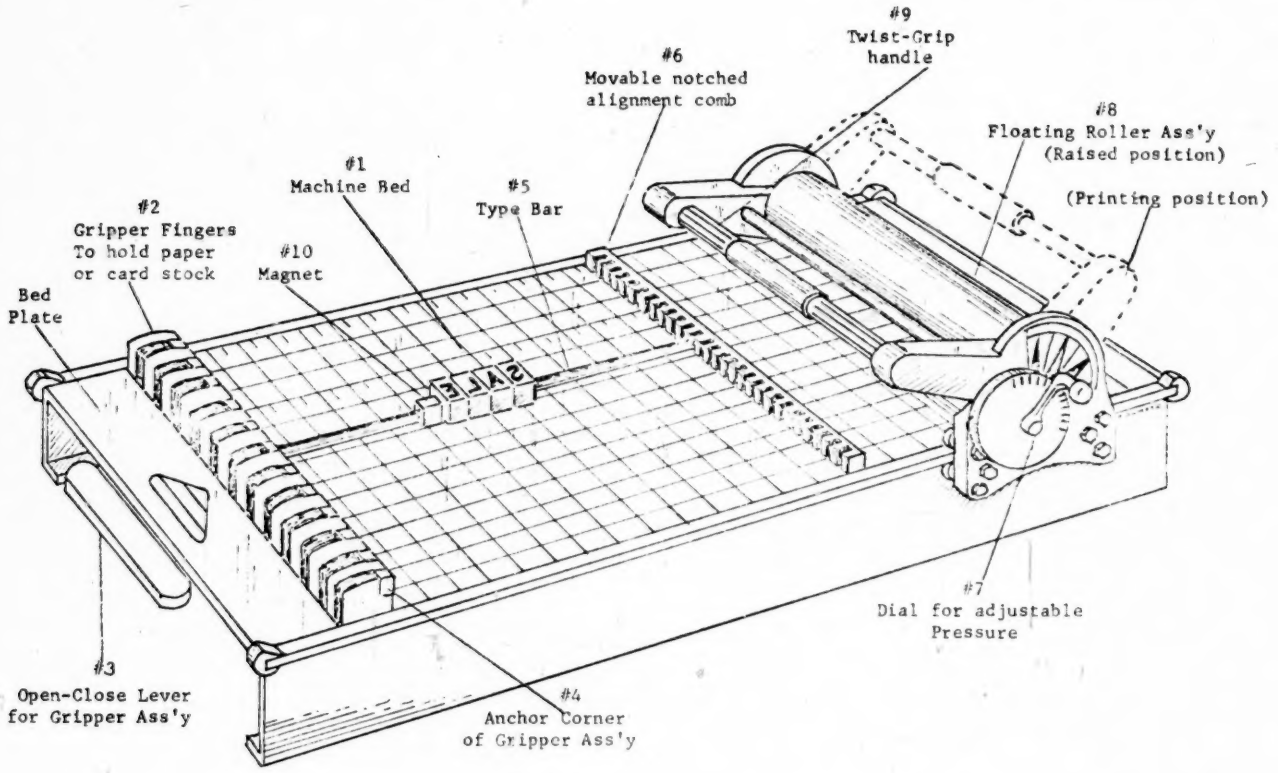
ANALYSIS

1. Advantages of machine-made signs
2. Uses of signs
3. Skills obtained
4. Marketable skill

REFERENCES

Signpress Visual Pak #2

Handout #1


#9
Twist-Grip
handle
#6
Movable notched
alignment comb
#8
Floating Roller Ass'y
(Raised position)
(Printing position)
#1
Machine Bed
#5
Type Bar
#2
Gripper Fingers
To hold paper
or card stock
#10
Magnet
Bed
Plate
#7
Dial for adjustable
Pressure
#3
Open-Close Lever
for Gripper Ass'y
#4
Anchor Corner
of Gripper Ass'y

LESSON PLAN 2

SUBJECT OR UNIT: The Signpress

OBJECTIVE: To become proficient in the use of the Signpress

INTRODUCTION

In this lesson we will become familiar with all the components of the SIGNPRESS. You must be familiar with all the components of the SIGNPRESS before you can make presentable signs on it.

You must know: (1) What to set the type on, (2) Where to set the type, (3) How to set the type, (4) How to hold the paper on the movable carriage, (5) How to square the paper, (6) How to load the paper in the machine, (7) How to center the type, (8) How to operate the movable carriage to make the sign.

Things to be brought out by the student

Since you will be showing the students the components of the SIGNPRESS and their functions, this part will not be used.

PROBLEM

What are the functions of the components of the signpress?

ANALYSIS

1. Machine bed
2. Gripper fingers and gripper lever
3. Anchor corner
4. Type bar
5. Movable carriage comb
6. Movable carriage components

REFERENCE

Overlay #1 Visual-Pak--Signpress Company

Handout #1

CONCLUSION

1. The machine bed is the flat metal surface upon which the type is set (#1).

2. The gripper fingers (#2) are the fingers that hold the paper. They are activated by the gripper level (#3).

3. The anchor corner is the corner of the gripper fingers nearest the operator which squares the paper making it possible to re-ink and reprint a sign in case of uneven ink on the card (#4).

4. The movable alignment comb (#6) serves as the right hand anchor for the type bars.

5. The type bars are the bars upon which the type is set (#5).

6. The Movable Carriage components are:

   a. The adjustable pressure dial (#7) is for setting the thickness of the paper to be used.

   b. The floating roller (#8) is the assembly that applies the pressure to the paper to be printed, according to the thickness dialed on #7 above.

   c. The Twist-Grip handle (#9) locks the floating roller (#8) in the position dialed on #7 above.

APPLICATION

1. Have students set the type bar in place, put paper in the carriage and trun the Twist-Grip handle as if printing a sign.

LESSON PLAN 3

SUBJECT OR UNIT: The Signpress

OBJECTIVE: To become proficient in the use of the Signpress

INTRODUCTION

In order to operate the SIGNPRESS efficiently, certain accessories are essential and we must know their use before we can effectively use the SIGNPRESS.

Things to be brought out by the student

Since you will be showing the students the essential accessories and their uses, this part will not be used.

PROBLEM

How to use the essential accessories of the signpress

ANALYSIS

1. Aluminum type bars
2. Type
3. Spacers
4. Magnets
5. Ink, platen, and brayers

REFERENCES

Handout #1
Overlay #2 Visual-Pak--Signpress Company
Overlay #4 Visual-Pak--Signpress Company
Tips on the use of the signpress

CONCLUSION

1. The aluminum type bars hold the type on the machine bed. They come in various lengths and the various lengths are used depending on the length of the line to be printed. (Hold up various length type bars.)

2. The type is made of both metal and wood.

   a. Type up to 72 pt. (approx 1") usually comes in metal.

      1. The smaller metal type has a notch on the bottom (hold up a piece of the small type and point out the notch). This notch should always be turned toward the operator when on the bed of the machine and turned down when stored in the racks. If it is turned down when stored in the racks, it will always be turned right to go direct to the type bar when setting the type. In other words, you will not have to turn it over before putting it on the type bar.

      2. The large metal type will have an air cell in the type to reduce the weight. These air cells must be on the right side of the type when on the machine bed and should be stored in the same manner when on the racks. (Hold up the large type and point out the air cells).

   b. Type larger than the 72 pt. is usually made of wood to further reduce weight. Since the wood type does not have notches or air cells, we mark the top and always store it that way.

      Now we will set the type for "SIGNS ARE FUN." Notice that we set the type from right to left and just as it comes from the rack, with the notches toward you or the air cells facing right depending on what size type you are using.

3. Spacers are used between type characters to separate words, numbers and sentences. They are also used to S-T-R-E-T-C-H out words. (Hold up a spacer.) Spacers also come in assorted sizes.

4. Magnets #10 are used to hold the type in place on the type bars or to hold the type bars in place when the alignment combs are not used or to hold the type bars when printing a curve. See tips on the use of the signpress for directions for printing curves. Magnets come in assorted sizes for special uses. (Hold up magnets.)

   Note: It is suggested that the type not be inked in this lesson because of cleanup time which usually requires about 15 minutes. It is further suggested that students be required to clean up after each use of the signpress themselves for obvious reasons.

APPLICATION

Have each of the students go through the process of picking a bar and setting the type for the sign, and returning the type to the racks properly.

LESSON PLAN 4

SUBJECT OR UNIT: The Signpress

OBJECTIVE: To become proficient in the use of the Signpress

INTRODUCTION

Now that we are familiar with the components to the SIGNPRESS and the essential accessories, we are now ready to make a sign. "Signs are Fun."

Things to be brought out by the student

Since you will be showing the students how to make their first sign, this part will not be used.

PROBLEM

How to operate the signpress or making your first sign on the signpress

ANALYSIS

1. Choose the proper type bar
2. Pick and set the type
3. Spacers
4. Center the sign and lock with the magnets
5. Inking the type
6. Printing
7. Clean-up

REFERENCES

Overlay #3 Visual Pak-Signpress Company
Overlay #4 Visual Pak-Signpress Company
Handout #2

CONCLUSION

1. Choose the type bar and insert in the alignment combs. The width of the paper stock and the number of lines to be printed will ascertain where the type bars are to be inserted in the combs.

2. Pick the type, remembering to arrange the type from right to left and also remembering that the air cells will face to the right or the notch will be toward you, depending on the size type used.

Conclusion (Continued)

3. Use spacers to divide the words in the sign.

4. After the type is set, center the sign through the use of the "v" on the machine bed for standard cards or through the use of the numbered squares. When centering through the use of the squares, remember to consider the space under the gripper finger as part of one square. (See Handout #2, Section V, for additional information on centering.) If non-standard cards are used, it is easier to set the type, center with the numbered blocks, and cut the card as desired after the sign is finished and dried. When sign is centered, LOCK in place with the magnets.

5. a. Squeeze ½ inch of ink from the tube on the top portion of platen. (To save clean-up time, place a sheet of paper on the platen and work your ink on it.)
   b. Touch the brayer to a small dab of the ink.
   c. Drop below the center of the paper or platen, and work the brayer back and forth, lifting the brayer at the end of each forward and backward stroke. Use a cross pattern when you pick up some more ink on the brayer, to get a more even distribution of ink on the brayer.
   d. With the brayer evenly covered with ink, apply a thin coat of ink to the type. Get more ink on the brayer and roll the brayer horizontally, vertically, and diagionally for a better distribution of ink on the type.

6. a. Set the adjustable pressure dial. Be sure to move the carriage enough to the right to clear the gripper fingers before setting the dial.
   b. Depress gripper lever and insert the paper in the gripper fingers, remembering to place the paper in the anchor corner to square it.
   c. Move the carriage forward enough to clear the gripper fingers, then move carriage handle to the printing position and lock by turning the twist-grip handle clockwise and holding in position while printing. This allows for an even distribution of pressure across the face of the type.
   d. Lift printed material until it clears the type, depress gripper lever and remove the sign.
   e. Sprinkle cornstarch on the printed sign to hasten drying. Ordinarily it will take a sign from 12 to 24 hours to dry depending on the paper used and the weather conditions, but through the use of the corn starch the sign will be ready in from 30 to 45 minutes. Take tissue paper and wipe off the corn starch.

7. Cleaning and Maintenance. See Handout #2, Section VIII.

APPLICATION

Have each student follow the above procedure and clean up after his sign. This will take more time but will save you hours of cleaning up after the students.

You may wish to divide the students into groups of four for this assignment.

Handout #2

THE SIGNPRESS

I. TYPE

a. The type included with our signpress is of 4 different sizes:

1. Sizes up to 72 pt. (approx. 1 inch) are of metal

a. The smaller types will have a notch near the bottom. This type is placed on the type bar with the notch toward you.

b. Larger metal bars have air cells. These cells are placed on the type bar with the air cells to the right as you face the type.

c. Type larger than 72 pt. is usually made of wood.

II. SPACERS

a. Used between words, numbers, or sentences or to s-t-r-e-t-c-h out a word.

III. ALUMINUM TYPE BARS

a. Holds type on machine bed.

1. They come in various lengths depending on line to be printed.

2. The bars may be bent in order to print curved lines.

IV. MAGNETS

a. Used to hold type and bars or type in position on the machine bed. Allows a set-up without use of bars

V. PICKING AND SETTING TYPE

a. Place the type bars without type on the machine bed and into the alignment comb in the appropriate position the lines of print are to be used.

1. Pick the type characters and place them on the bars, remembering to arrange type from right to left.

Note: When placing the type on the bar, the air cells will be to the right or the notch will be toward you.

2. Center the type through the use of the "v" for standard cards, 3½ x 5½, 5½ x 7, or 7 x 11; or through the use of the numbered squares. (See Note on the following page)

Note: When centering through the use of the squares, remember to consider the space under the gripper assembly as a portion of one square.

If non-standard cards are used, it is much easier to set the type, center with the blocks, and cut the card after the sign is finished.

VI. INKING THE TYPE

a. Steps in inking

1. Squeeze ½ inch of ink from tube to top portion of platen.

2. Touch brayer to small dab of ink.

3. Drop below dab of ink towards bottom of platen and work brayer back and forth, lifting brayer at the end of each forward and backward stroke. Be sure to use a cross pattern as shown in transparency #4 to insure even coverage on the brayer.

4. With brayer evenly covered with ink, apply a thin, uniform film of ink to type. Roll brayer horizontally, vertically, and diagonally.

5. Re-ink for each sign. If multiple colors are desired, distributive dabs of various colors on ink platen. Using a different brayer for each color, apply the proper amount of ink to the type characters.

VII. PREPARATION FOR PRINTING

a. Operator should always stand at the left side of machine facing the adjustable pressure dial.

1. Set adjustable pressure dial to correspond to thickness of of material being printed. Remember to move roller carriage enough to clear the gripper fingers before setting the paper thickness.

2. With lines of type locked in position, move carriage assembly (in raised position) to gripper end of machine.

3. Depress gripper lever to open gripper fingers, remembering to place material into anchor corner to insure proper alignment AND, if necessary, to permit reinsertion of cardstock for a second impression.

4. Release gripper lever in order to hold material being printed securely in place for printing.

5. Move roller carriage forward enough to clear gripper fingers, about 1½ inches. Then, move roller carriage handle to printing position and lock by turning the twist-grip handle and hold in position while printing. This allows for an even distribution of pressure across type face.

6. With left hand holding the twist-grip handle in position, push roller carriage across material being printed.

7. Release twist-grip handle and move to a raised position, return roller carriage to gripper end of machine.

8. Lift printed material until it clears type face, then depress gripper lever and remove printed material. Improper impression will occur if gripper level is released before card stock is lifted.

9. Proofread printed material for ink coverage, spelling, and layout. If imperfections exist, make the necessary corrections, re-ink, then insert material into gripper fingers, remembering to carefully place material into anchor corner. Repeat printing process.

VIII. CLEANING AND MAINTENANCE

a. Wood and metal type--use a dry or lightly dampened cloth to wipe ink from type characters (always use recommended type wash).

1. Never allow wood type to soak in any liquid since warping will result.

2. Occasionally, a tooth brush can be used to thoroughly clean type.

3. Always clean type immediately after using, then place type back into the proper trays.

b. Brayers--to clean brayer:

1. Place brayer on piece of newspaper, then, pour small amount of type cleaner on brayer roller and paper. Roll brayer back and forth to remove excess. Lastly, brayer can be wiped clean with cloth moistened with type cleaner.

c. Platen should be cleaned after each using.

1. Use a clean cloth moistened with type cleaner.

d. Overall machine should be periodically wiped clean.

1. A lightly oiled cloth should be used on the metal parts of the machine, especially the machine bed. Be sure to wipe off any excess oil.

2. A small drop or two of oil should be placed on the roller bearings and the roller tracks. Wipe off excess.

3. For continued smooth operation, be sure to wipe roller tracks with a clean cloth.

LESSON PLAN 5

SUBJECT OR UNIT: The Signpress

OBJECTIVE: To become proficient in the use of the signpress

INTRODUCTION

You have all learned (hopefully) the components and essential accessories of the signpress. You are familiar with the types of signs suitable for printing on the signpress but many of your signs had flaws of some kind or another. Most of these flaws can be corrected if you know what caused them.

PROBLEM

What are some of the common mistakes made in printing on the Signpress

ANALYSIS

1. Poor ink coverage
2. Uneven edges on printed characters
3. Uneven ink coverage
4. Blurred characters
5. Slow drying ink

REFERENCES

Overlay #7 Visual-Pak-Signpress Company
Signs printed by the students in previous class

CONCLUSION

1. Poor coverage (pin holding) is caused by:

   a. Not enough ink on the type. The object is to have a thin uniform layer of ink on the type. It may be necessary to go from the platen to the type with the brayer from 2 to 5 times in order to ink the type properly depending on the number of words in the sign.
   b. Not enough pressure. Adjust the pressure dial a couple of notches to the right to increase the pressure.
   c. Ink may be dried out or the type may have some foreign substance on it. Check the ink and the type for proper cleaning.

Conclusion (Continued)

2. Uneven edges on the printed characters are caused by:

   a. Too much pressure. Turn the sign over to see if an engraved effect has been left on the back side. Decrease the pressure by moving the pressure dial a few notches to the left.
   b. Too much ink on the type will force ink to the edges of the type and leave a jagged effect on the sign. Roll ink thin.

3. Uneven ink coverage is caused by uneven pressure. The twist-grip handle was not turned to the right and held,or it was released too soon.

4. Blurred characters are caused by releasing the gripper fingers before the card has cleared the type. Lift the card from the type before releasing the gripper lever.

5. Slow drying ink is caused by:

   a. Using improper cardboard. The ink cannot penetrate the surface of the paper and therefore must dry in the air.
   b. High humidity will cause slower drying.
   c. Ink applied too thick will naturally take longer to dry.

   SPRINKLE CORN STARCH ON THE SIGN WHEN FINISHED AND IT WILL USUALLY DRY ENOUGH TO BE TAKEN OFF WITH TISSUE IN ABOUT 30-45 MINUTES.

APPLICATION

Have students observe signs they have made, pick out mistakes, and give the remedies to correct the mistakes.

TIPS ON THE USE OF THE SIGNPRESS

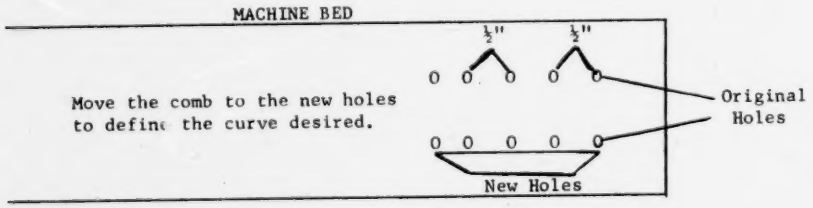
INK SLOW TO DRY

If you are having trouble getting ink to dry, sprinkle cornstarch evenly over the printed matter and allow to dry for about 30 minutes. The cornstarch can then be wiped off with facial tissue and the sign is ready for use.

CURVED SIGNS

Anchor the type bar, without type, in the left alignment comb and curve the bar as desired. Lock the bar in place with magnets. Place type on the type bar and center the curve through the use of the blocks on the bed of the machine. After the sign has dried, the card can be further centered by cutting off the excess from either end as desired.

Holes can be drilled in the right end of the machine bed, in line with the original holes, to adjust the bar for the proper curve desired. These holes should be placed about one-half inch on center.



PRINTING PLATES

Printing plates to advertise ball games, band concerts, DECA, etc., can be ordered from the SIGNPRESS Company, or you can make your own proofs and have the plates made locally.

Appendix C

Curriculum Survey

DISTRIBUTIVE EDUCATION CURRICULUM SURVEY
(Questionnaire)

Name of business _____

Address _____ Phone _____

Manager/owner _____

Person interviewed _____

Kind or type of business _____

	Very Important	Of Some Importance	Not Very Important
I. To what extent are the following considered when hiring employees? (Check the appropriate rating)			
1. Personal Appearance----------	___	___	___
2. Dependability----------	___	___	___
3. Politeness----------	___	___	___
4. Desire to learn----------	___	___	___
5. Character references----------	___	___	___
6. _____	___	___	___
7. _____	___	___	___
II. Listed below are various skills and learnings. Please rate those you feel are needed by new employees. (Check the appropriate rating)			
Store Skills			
1. Proper use of the telephone-----	___	___	___
2. Make out sales tickets----------	___	___	___
3. Operate a cash register---------	___	___	___
4. Make change----------	___	___	___
5. Use an adding machine----------	___	___	___
6. Stock shelves----------	___	___	___
7. Package and wrap merchandise-----	___	___	___

	Very Important	Of Some Importance	Not Very Important
8. Build displays----------	___	___	___
9. Take inventory----------	___	___	___
10. _____	___	___	___
11. _____	___	___	___
12. _____	___	___	___
Salesmanship--Selling			
1. Understand why people buy-------	___	___	___
2. Understand the selling process--	___	___	___
3. Greet customers----------	___	___	___
4. Determine needs----------	___	___	___
5. Suggestive selling----------	___	___	___
6. Handle complaints----------	___	___	___
7. _____	___	___	___
8. _____	___	___	___
Human Relations			
1. Ability to take orders----------	___	___	___
2. Receptive to corrections--------	___	___	___
3. Have initiative----------	___	___	___
4. Have good personal habits-------	___	___	___
5. Good general personality--------	___	___	___
6. Neat in work----------	___	___	___
7. Neat in dress----------	___	___	___
8. Ability to work with customers--	___	___	___
9. Ability to work with others-----	___	___	___
10. _____	___	___	___
11. _____	___	___	___
12. _____	___	___	___

	Very Important	Of Some Importance	Not Very Important
General Abilities and Knowledge			
1. Drive an automobile----------	___	___	___
2. Typing skill----------	___	___	___
3. Keep records and accounts-------	___	___	___
4. Understand principles of economics	___	___	___
5. Prepare ad layout----------	___	___	___
6. Prepare advertising and promotion materials-------- ----------	___	___	___
7. Use service manuals----------	___	___	___
8. Communicate effectively with others----------	___	___	___
9. Buy merchandise----------	___	___	___
10. Price or mark merchandise for sale	___	___	___
11. Knowledge of credit and credit policy of store----------	___	___	___
12. Knowledge of money management---	___	___	___
13. Knowledge of mathematics--------	___	___	___
14. Knowledge of legal regulations for young workers----------	___	___	___
15. Knowledge of the capital-free enterprise system----------	___	___	___
16. Knowledge of different types of businesses----------	___	___	___
17. Understand competition (good and bad features)----------	___	___	___
18. Knowledge of government regulations----------	___	___	___
19. What is involved in ownership of business----------	___	___	___
20. Know how to make application for a job----------	___	___	___

	Very Important	Of Some Importance	Not Very Important
21. Conduct a job interview--------	___	___	___
22. Knowledge of visual merchandising----------	___	___	___
23 Knowledge of what is involved in customer service----------	___	___	___
24. _____	___	___	___
25. _____	___	___	___

B. Product, Knowledge and Information

1. Understand the need for merchandise, product, information-----	___	___	___
2. Knowledge of merchandise information to develop selling points	___	___	___
3. Understand how information may be obtained from merchandise------	___	___	___
4. Understand how to obtain merchandise information from customer----------	___	___	___
5. Understand brands, guarantees, warranties and test ratings----	___	___	___
6. Knowledge needed to make an evaluation of product----------	___	___	___
7. Name (list) the kinds of general products and/or merchandise the employee should have a knowledge of			
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___
_____	___	___	___

IV. What one factor, above all others, is the cause for dismissal of employees in your business? _____

V. What are the major areas(s) of weaknesses in most new employees? _____

VI. In your own words, what are the chief characteristics or qualities you look for in a new employee? _____

VII. Would you be willing to assist in planning a curriculum for your school. ____ Yes ____ No

VIII. Would you be willing to serve on a local advisory committee for this kind of a program? ____ Yes ____ No

IX. May your comments in this survey be used as a basis for constructing a course of study? ____ Yes ____ No

X. Estimate the number of additional part-time trainees needed during the school year. (Give number in each category)

Sales _____

Sales Supporting _____

Others _____

Appendix D

Monthly Report Forms

Developmental Programs
Exceptive Education

School _____

Teacher _____

Date _____

*NARRATIVE REPORT

*...are two (2) copies: Forward one, by the 5th of the month, to Dr. Clayton ...ll , Room 35 Dickey Hall, College of Education, University of Kentucky, Lexington, Kentucky 40506; and keep one for the departmental file.

Developmental Programs
Distributive Education

School _____

Teacher _____

Date _____

REPORT OF CLASS INSTRUCTIONAL ACTIVITIES_____
(Month)

Date	Problems dealt with